

Forms

Form 1a

Phase 1

School Readiness Program Application for Funding

Return to:
CA Children and Families Commission
501 J St., Ste. 530
Sacramento, CA 95814
ATTN: Gwen Atkins

**Due :
October 15, 2001
and/or
January 15, 2002**

Part I: Application Information

			Total Amount of State CCFC Matching Funds Requested:
For State CCFC Use			\$100,000

Name of County Commission:

Executive Director: Susan Jen		Contact Person: Susan Jen	
Address: 55 First Street, Box K		Address: 55 First Street, Box K	
City: Lakeport	Zip Code: 95453	City: Lakeport	Zip Code: 95453
Phone: 707-263-6169	FAX: 707-263-6171	Phone: 707-263-6169	FAX: 263-6171

Part II: County Commission Signature (Signature needs to be original.)

Agreements and Certifications:

The County Commission agrees to collect and report additional information and data that will be necessary for the evaluation of, and ongoing reporting on, the School Readiness Programs.

The County Commission agrees to provide resources to support the mentoring/teaching responsibilities of each School Readiness Program as described in the Guidelines for Completing a School Readiness Program Application.

I certify that all CCFC and County Commission Prop. 10 funds will be used only to supplement existing levels of service and not to fund existing levels of service. No moneys shall be used to supplant state or local General Fund money for any purpose, pursuant to Revenue and Taxation Code section 30131.4.

I certify that the local, required cash match will be provided as described in this Application.

Peggy McCloud
County Commission Chair's Name

County Commission Chair's Signature

Part III: Participating School(s) (Attach extra sheets if necessary.)

Schools: Please list the names and CDS codes of all the schools included in the School Readiness Program/System. Each school should be a qualifying (i.e., high priority) school per the Guidelines for the RFF. (Note: The first school listed on this form may be used by CCFC for the purpose of Application identification.)

CDS Code*	District and School	Enroll- ment	Grade Span	% students eligible to receive free or reduced-price meals	% enrolled students that are English Language Learners	** Current II/USP or CSRD school or IASA Schoolwide	Current API (Academic Performance Index)
17-64022 6010615	Konocti Unified S.D. Burns Valley Elementary	396	K-5	94 %	13 %	Title 1 - School wide	534
				%	%		
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* CDE County (2 digits) - District (5 digits) - School (7 digits) coding system as published in the California Public School Directory. (Example: 01 61119 Alameda Unified 6110779 Bay Farm Elementary). Other terms are defined in the Guidelines to the RFF.

** II/USP (Immediate Intervention/Underperforming Schools Program) designates involvement in California's education improvement program; CSRD (Comprehensive School Reform Demonstration) designates involvement in the federal education improvement program; IASA (Improving America's Schools Act) schoolwide projects refers to Title I schools that develop a schoolwide plan for education improvement rather than focusing services on individually identified students.

**MEMORANDUM OF UNDERSTANDING
BY AND AMONG
KONOCTI UNIFIED SCHOOL DISTRICT,
BURNS VALLEY ELEMENTARY SCHOOL,
AND
LAKE COUNTY OFFICE OF EDUCATION
IN SUPPORT OF
THE BURNS VALLEY SCHOOL READINESS PROGRAM**

This Memorandum of Understanding is entered into by and among the Konocti Unified School District ("KUSD" or the "District"), Burns Valley Elementary School ("BV"), and the Lake County Office of Education ("LCOE") as evidence of their support of the proposed Burns Valley School Readiness Program (the "Program").

WITNESSETH

WHEREAS, the Parties believe that an integrated system that surrounds young children and their families with the "Five Essential and Coordinated Elements" required by the California Children and Families Commission ("CCFC") is the optimal approach to preparing very young children and their families for school and life success; and

WHEREAS, BV has already established a foundation for a sustainable system of learning supports for school-aged children, which includes its Healthy Start Family Service Center; and

WHEREAS, the Parties believe that the existing Healthy Start model and other resources can be integrated with home visitation and high quality child care models, to create a school readiness system that serves children aged 0-5 and their parents; and

WHEREAS, BV is the most appropriate site for initial implementation of such an integrated system;

NOW, THEREFORE, the Parties hereto agree as follows:

I. Konocti Unified School District

- A. Curriculum Development. KUSD will review proposed Program curricula, standards, and assessment tools, including the Home Instruction Program for Preschool Youngsters which is a home visitation curriculum for children aged 3-5, to ensure that they are integrated with the District's K-12 practices and aligned with State standards. The Director of Curriculum Instruction and Special Projects will review implementation reports provided by the Program and facilitate the Program's communications with the KUSD Board of Trustees.
- B. Special Education Services. KUSD will provide the following special education services to Program children and families:

- i. For children aged 0-3, using its "Search and Serve" program, identify children and their families who may be in need of early intervention;
- ii. For children aged 3 and up, work with local providers serving very young children, such as the state preschool, Head Start, Early Head Start, family day care providers, license- exempt relative child care providers to provide on-site Designated Instructional Services, such as speech and language therapy;
- iii. Implement alternative state-mandated assessment systems for children with disabilities or special needs, when available and as applicable to this age group; and
- iv. Participate in a referral system that includes a full range of family support services for families of children with special needs, utilizing resources such as the Special Education Local Plan Area, Early Start Family Resource Center, and Easter Seals of Northern California, among others.

C. Data Collection and Evaluation.

- i. KUSD will include Program operations in its SchoolWise database. Through SchoolWise, KUSD and the Program will be able to track children who participated in the Program from Kindergarten entry through at least 3rd grade. SchoolWise will allow the Program to identify which children received Program services, which children attended which preschool provider (if any), track longitudinal academic and behavioral outcomes, and disaggregate the data by types of services received, gender, ethnicity, age, disabilities, and other variables. The Program will keep data on each child served and will transfer such data to Burns Valley Elementary School when a Program child enrolls in Kindergarten.
- ii. KUSD will participate in the State and local evaluations of the Program. The Director of Curriculum Instruction and Special Projects will serve on the Evaluation Work Group for the Program.

D. English Language Development.

- i. Early childhood education. KUSD will assist early childhood educators serving preschool-aged children in the BV service area to identify and serve English Language Learners. Specifically, KUSD will provide technical assistance to participating preschools providers and to Program home visitors in the administration of primary language and other standardized assessments. KUSD will also provide technical assistance to Program staff in the State-mandated requirements for English Language Development Plans for students identified as English Language Learners.
- ii. Adult education and support. KUSD will link Program parents and community members to its adult services. These include: (a) the Community-Based English Tutoring program for Spanish-speaking parents and community members who agree to work with children, which is offered at Burns Valley two night per week; and (b) the District English Language Advisory Committee, a district-wide parent group for parents whose primary language is not English.

E. District Literacy Coordinator. The DLC will provide the following services to the Program:

- i. Attend two Family Curriculum Nights per year, together with parents, selected BV teachers, selected Program staff, and the BV Site Literacy Coordinator
- ii. Participate in at least two interactive, Family Literacy Nights per year that include Program children and families
- iii. Participate in implementation of a Preschool to Kindergarten Summer Reading Camp for at-risk beginning readers
- iv. Participate in Parent Literacy Workshops for Preschool/Kindergarten/First Grade parents that address specific literacy development skills and teach the parents activities to use at home
- v. Develop linkages with Lake County Library Programs to increase access for, and usage by, families of very young children

II. **Burns Valley Elementary School**

A. Reading Excellence Act ("REA") Local Reading Improvement Grant Support. BV has been awarded an REA grant to create a continuum of literacy-related services for children and families from pre-K through 5th grade. BV will integrate its REA activities with the Program, as follows:

- i. Family Literacy Services. The REA program design includes strengthening adult literacy services for families of children served or to be served by BV. Specific interventions include parent education, in-home support for parents with young children to develop early literacy activities, literacy development for non-English-speaking parents, and books and materials that parents can use at home. REA has allocated \$20,000 for these activities, including: (a) \$10,000 for expanded County Library-based adult literacy services to the BV service area; (b) \$20,000 for research and investment in HIPPIE and/or Even Start, of which \$9,088 will be allocated to Program Home Instruction Program for Preschool Youngsters start-up costs (\$2,688 for all costs for the two home visitors to attend the mandatory training and \$6,400 for four sets of 30 weeks of materials to serve 64 children); and (c) \$1,080 (36 weeks x 3 hours/wk x \$10/hr) for child care for parents attending Adult Literacy classes, which will be open to Program parents.
- ii. Preschool Support. The REA program has allocated \$5,000 to purchase reading materials and to supplement home visitation services to the families to be served by the new BV preschool, all of which will be Program families.
- iii. Kindergarten Transition Services. The REA program will support the Program's Kindergarten transition activities by: (a) implementing a summer transition program for preschoolers who will be entering Kindergarten in the following school year @ \$20,000/year (REA and SBC funding); and (b) sending a team which includes a preschool teacher to attend the "Summer Reading Camp" in San Juan Unified School District.

- iv. Parent Access to Library Services. The REA program will increase both outreach to parents and library resources available to them, by promoting the availability of the BV library in a parent newsletter and purchasing more books specifically for parents. The parent newsletter and books will be available to Program families; copies of the newsletter will be sent to preschools and Family Resource Centers serving BV for distribution to their families.
- v. Family Use of Library Services. The REA program has allocated funding for Family Library Nights, which will be opened to Program parents, at a cost of \$500.
- vi. Family Literacy Nights. The REA program will provide at least 3 Family Literacy Nights, including child care costs, which will be opened to Program parents, at a cost of \$500.
- vii. School Site Literacy Coordinator. The new School Site Literacy Coordinator position will develop and monitor a continuum of literacy and pre-literacy activities for children and families, including those with special needs and English Language Learners. The SLC will allocate at least 4 hours per week to pre-Kindergarten literacy development activities and coordination at a cash contribution to the Program of \$7,000 per year.
- viii. Professional Development. The REA Program will integrate its professional development activities with the Program as follows:
 - a. Open school-site based in-services and workshops to Program staff and preschool partners, including inservices on early literacy, English Language Learners, and State standards review, to ensure that teaching strategies at all levels address state literacy standards;
 - b. Provide trained teachers to train preschool care providers in Lindamood-Bell LIPS phonological skills, including phoneme awareness.
 - c. Provide access to professional books on literacy theory, research, and instructional practices, which will be kept in the library for BV and Program staff to check out. Copies of the list of such books will be forwarded to all preschool care providers serving BV.
 - d. Program staff, including HIPPI home visitors, the state preschool teachers, and interested local child care providers, including family day care homes, will be provided with email addresses and web sites for research and theory for best practices in instruction.

B. General School Site Support.

- i. Parent Access to Resources. BV will make its resources available to Program parents, as follows:

- a. Computer Laboratory. In conjunction with Family Nights, Family Literacy Nights, and Family Library Nights, computer literacy workshops and activities will be offered to parents and family members.
 - b. Newsletters. Copies of school and REA newsletters will be sent to the preschools and to the Family Resource Centers serving BV to alert staff and parents of opportunities, events, and resources. Copies will also be sent to NCO/RCCC to be forwarded to its network of local child care providers.
 - c. Parent Liaison. The Parent Liaison will be available to introduce Program parents to BV and to ease any concerns they may have.
 - d. Adult Education. BV's English Language and Citizenship classes will be open to Program parents; child care will be provided through REA.
 - e. School Events. Program parents and families will be invited to appropriate school-wide events, such as the Back-to-School Nights, Wellness Fairs, and others.
- ii. Site Literacy Team. A Program staff member and Program parent will join the Site Literacy Team to help ensure that the preschool, Kindergarten, and school-age literacy activities are integrated.
 - iii. Professional Development. BV will open its five professional development days to Program staff. In addition, on-site Success For All training, Lindamood-Bell training, and other trainings such as Raising Readers, will be open to Program staff, to facilitate integration of the Program's early childhood education activities with BV's program.
 - iv. Staff meetings. BV will open its staff meetings to Program staff for review and discussion of shared concerns, e.g., Kindergarten transition, alignment of curriculum with standards, assessment practices, sharing of literacy information from off-site workshops, and general discussion and sharing of resources.
 - v. Other. BV will maintain the Program facility.

III. Lake County Office of Education

- A. Program Facility. LCOE will place a facility on the BV campus, by purchasing a modular classroom at an annual cash cost of \$15,000. LCOE will pay \$8,000 per year toward the purchase of the facility and BV will pay up to \$7,000 per year for a period of ten (10) years. This new facility will be the Program hub, providing a range of services. The new BV state preschool will be located in this facility and operated by LCOE.

B. General Support.

LCOE will:

- i. Serve as the fiscal agent for the Program, receiving and disbursing State Children and Families Commission funds, plus the matching funds for the Program;
- ii. Work with Program personnel and Program collaborative partners to implement Program services to create an integrated school readiness system which addresses the "Five Essential Elements";
- iii. Provide the Program with access to its facilities and resources, including its distance learning center, communications network, distribution system; and meeting rooms;
- iv. Provide fiscal, administrative, and accounting oversight and support, including bookkeeping, payroll, and other services provided by the Business Director, Director of Personnel, and Business Office Administrative Assistant;
- v. Include the state preschool, home visitors, and related Program activities in its insurance coverage;
- vi. Include the Program in its annual independent audit;
- vii. Coordinate Program data collection and evaluation and ensure Program participation in the State-mandated evaluation; and
- viii. Participate in sustainability planning, including allocating the services of the Community and Family Network Resources Director to develop a Sustainability Work Group to develop braided funding strategies, access to private sources of funding, wraparound funding plans, and increased access to matching funds.

C. State Preschool. LCOE will open and operate a state preschool on the BV campus, through its Child Development Programs, Early Connection division, as documented in more detail in the MOU from the Early Connection.

D. Home Instruction Program for Preschool Youngsters - Home Visitors. LCOE will hire, supervise, and evaluate 2.0 FTE home visitors to implement the Home Instruction Program for Preschool Youngsters or an equivalent, approved curriculum with 1.5 FTE funded by the Program and .5 FTE funded from other sources, as documented in more detail in the MOU from the Community and Family Network.

IV. General Provisions

- A. Amendment. This MOU can be amended by agreement of the Parties, subject to approval by the State Children and Families Commission, if required. It shall be reviewed annually and modified if the Parties so agree.
- B. Effective date. This MOU shall be effective upon either the latest of the dates written beneath each name or the receipt of funding from the California Children and Families Commission, whichever is later.

IN WITNESS WHEREOF, the Parties hereto have executed this MOU, each by a representative duly authorized thereunto.

Konocti Unified School District

Burns Valley Elementary School

By: James F. Johnson, Superintendent

By: Froy Sherman, Principal

Date: 1/11/02

Date: 1-11-02

Lake County Office of Education

By: Chris Thomas, Assistant Superintendent of Schools

Date: 1/11/02

COLLABORATIVE PARTNERS

School Readiness Programs Application

Name/Title	Signature (Optional)	Agency and Address	Phone/Email
ERIN WOODWARD, DIRECTOR CC/HF		SLCS 896 LAKEPORT BL LAKEPORT	262-1611 woodwae@sutterhealth.org
MARCO CORTI FAMILY SERVICES		Healthy Start	994-0669 ccmlake@pacific.net
Joyce Elmer Program Director		The NET	275-0556 x18 jelmer@lakecoe.k12.ca.us
TROY SHERMAN PRINCIPAL BUS		BUS Clearlake PO Box 7090 Clearlake, CA 95422	994-2222 ext 4 troysh@jps.net
Cassandra Johnson NCO - CDC Program		413 N. State St Ukiah, CA 95482	(707) 467-3220 cjohnson@nccinc.org
Suzanne Ten Praglo E.O.		55 First St, Box K Lakeport, CA 95453	lccfc@nccinc.org
Arlene Rose REA Coordinator		The NET 9435 Main St Upper Lake 95485	arose@lakecoe.k12.ca.us
Marilyn Morris		Lower Lake Elementary Burn Valley School	makekidshappy@home.com
Gloria L. Flaherty RCCP Chair		Sutter Lakeside Community Svcs 896 Lakeshore Blvd Lkpt.	flaherty@sutterhealth.org
Dallas Cook Child Care Linkages		NCO/RCCC 850 Lakeport Bl.	dcook@ncorccc.org
Susan Perry		NCO/RCCC 850 Lakeport Bl	sperry1@ncorccc.org
JOAN REYNOLDS PROGRAM DIRECTOR		LCOE Healthy Start	jreynolds@lakecoe.k12.ca.us
Jim Johnson Superintendent		Konwiti Unified P.O. Box 5000, Lower Lake	994-6475
Cindy Adams District Director State Preschool		LCOE, Child Devel. 1152 S. Main St Lakeport, CA 95453	707-994-7908 cindy2@lakecoe.k12.ca.us
Cornie Lindgren Program Director		Head Start 550 N. State St Ukiah, CA 95482	707-462-2582 clindgren@nccinc.org



Burns Valley School

P.O. Box 7090
Clearlake, California 95422
(707) 994-2272
Troy Sherman, Principal

Form 2

COLLABORATIVE PARTNERS School Readiness Programs Application

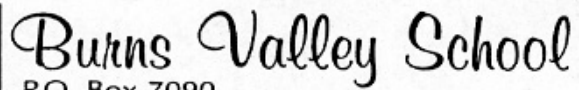
Name/Title	Signature (Optional)	Agency and Address	Phone/Email
MARTY AARREBERG SECRETARY		BURNS VALLEY ELEM. PO Box 7090 CLEARLAKE, CA 95422	(707) 994-2272 martya@burns.lake.k12.ca.us
Kathleen Ahart Attendance Secretary		Burns Valley Elem. PO Box 7090 Clearlake, CA 95422	(707) 994-2272 ext. 13
Harriet Rogers Parent/Community Liaison		Burns Valley Elem School 3020 Pine St Clearlake	707 256-6002 pager
Jean Gahan Parent/Work Experience		Sandwell Industries 211 North Main St Clearlake, CA 95422	707 994-7736 msg@sgs.com
Ann Hackett Resource Teacher		Burns Valley	707-994-2272 x 22
Troy Sherman Principal		BVS	994-2272 ex 11
Debra Drummond School Site Council		BVS & OAKHILL	995-2994
Sharon Kealey School Site Council/Parent		BVS	994-3932
Gail Picchi Reading Facilitator		BVS	994-2272 x 35
Barbara Horst Teacher		BVS	994-2272 x 24
Holly Ari Healthy Start Fam. Advisor		BVS	994-2272 x 38

COLLABORATIVE PARTNERS

School Readiness Programs Application

[illegible]

[illegible]



P.O. Box 7090
Clearlake, California 95422
(707) 994-2272
Troy Sherman, Principal

Form 2

COLLABORATIVE PARTNERS

School Readiness Programs Application

[illegible]

Burns Valley School Readiness Initiative

1. Program Description

- a. Provide an overview of the School Readiness Program/System, including communities to be served.

Overview of Program. The Burns Valley School Readiness Program (the “Program”) will build on, and augment, the Burns Valley Healthy Start platform, extending restructured services to the underserved, isolated, and poor children aged 0-5 of the high risk, high needs, downtown Clearlake community. The proposed service system will increase and improve coordination and linkages among school administration, the new Burns Valley state preschool and existing child care centers, Burns Valley Healthy Start and its collaborative network, the Clearlake Family Resource Center (initiated by Prop 10 funding) and child care and school parent advisories. The Program is designed to achieve our overarching goal: *Healthy, well-adjusted children who are emotionally, socially and cognitively ready for school, supported by an extended and expanded integrated service delivery system that provides children aged 0-5 and their families with comprehensive services.*

The Program will serve 84 preschool-aged children from the Burns Valley Elementary School (“Burns Valley” or “BV”) service area within the Konocti Unified School District (“Konocti” or the “District”). Burns Valley, a K-5 school serving 396 students, is one of only four elementary schools in all of Lake County eligible to apply for school readiness funding.

Program highlights include:

- ◆ *A new on-site preschool facility*, the Program hub, serving 24 preschool students. Our Burns Valley School Readiness Center will be housed in the preschool facility.
- ◆ *An on-site Healthy Start Family Service Center* linked to the Clearlake FRC. Co-located resources will allow us to address basic needs, home visitation, parent education, children’s health care, coordinated case management, etc.
- ◆ *A collaborative Leadership Team*, drawn from parent advisories, community members, child care providers, school and Program staff, and public and private service providers.
- ◆ *Progressive integration of local early childhood education and child care providers*, such as Head Start, Early Head Start, Migrant Education, state preschools, family day care providers, and informal providers, to adopt consistent curricula, standards, assessments, and practices.
- ◆ *In-home parent education* provided by home visitors who will teach parents of children aged 3-5 how to support their children’s learning. They will use the Home Instructional Program For Preschool Youngsters (“HIPPY”). Although our primary focus is on families with children aged 3-5, our parent education, home visitation, child care linkages, and other services will be open to, and benefit, younger children (0-3), as well.

- ◆ *Parent leadership and empowerment*, focused in the Parent Leadership Committee, a parents-only group, to design, review, evaluate, and modify the Program. The Program will provide training and opportunities for parents aspire to community and Program leadership roles.
- ◆ *Kindergarten transition*, including: (1) shared professional development and in-services for preschool providers and kindergarten teachers; (2) 4-week summer kindergarten transition classes; (3) kindergarten backpacks; (4) June and August assessments; (5) Personal Learning Plans for each new kindergartner; and (6) individual case conferences with the child’s parents and his/her preschool and kindergarten teachers.
- ◆ *Evaluation*. The Program will participate in the state evaluation. The Program will use the District’s SchoolWise database to track each Program graduate through 3rd grade. We will be able to link student achievement to specific Program interventions.

Description of community to be served. Lake County’s population is 58,309. The entire County can fit into a modern football stadium, with room to spare. This small rural county has been described as the “*Appalachia of the North Coast*.” Its unspoiled natural environment is a striking contrast to the abject living conditions of many of its people. Visitors driving through the County see beautiful Clear Lake, pristine mountains, picturesque small towns, and charming two-lane roads winding through vineyards and orchards. They don’t see the beyond the scenic highways to the substandard living conditions just blocks away.

Lake County is one of the poorest areas in California. Our median income (\$27,295) is only 69% of the State’s median of \$39,595; we rank 55th of the 58 counties. About 62% of all adults 25 years and older have only a high school education or less. Transportation is a chronic problem. There are only four roads in and out of the County, all through mountains. Some winters, all are closed. The public transit system is impractical for working families. Residents are isolated from resources and from each other, which reduces their access to quality services and social support.

Children are at higher risk than the general community. Almost half of all children are born to parents who cannot afford health care. Over one-third are born to mothers with less than a high school education. Younger children are poor, with 32.7% of children aged 0-4, living in poverty, placing us 52nd of the 58 counties for this risk factor. Child abuse is a chronic problem. For 2000, Lake County ranked 42nd of the 47 counties for which child abuse reports were available.

Burns Valley Community. Burns Valley is located in heart of the small town of Clearlake. At 13,142 residents, Clearlake is the largest population center in Lake County. Burns Valley is within easy walking distance of two public parks (both currently without recreation facilities for children) and Clear Lake itself. It is 52 miles roundtrip from Lakeport, the County seat and hub of most services. The lakeshore environment is lovely, but just off the main street, the roads are unpaved, unmarked, and unlit. Mobile homes are the permanent housing for many students; others live in crowded, substandard so-called “resorts”, with broken windows, cold water, and no appliances.

Even by Lake County standards, Clearlake is a high poverty, high risk community. With only 22% of the County’s population, Clearlake houses over one-third of the County’s welfare dependents. Of the 4,474 Lake County children under 13 who receive aid under Temporary Aid to Needy Families (TANF or CalWORKs), 1,749 or 40% live here. The children of Clearlake are at enhanced risk for

negative outcomes. This City has the highest child abuse and domestic violence rates in the County. Of the children detained by Child Protective Services (“CPS”) from June 1, 2000, through May 31, 2001, 49% were from Clearlake. Sutter Lakeside Community Services, the domestic violence response agency, reports that 70% of the women receiving counseling for, and 65% of the women and children sheltered from, domestic violence during 1998-99 were from Clearlake. Over half of all juvenile arrests are made here.

Ethnically, Clearlake is increasingly diverse. In 1990, it was 92% Caucasian. By 2000, the population had changed to only 76.7% Caucasian, with 5.1% African Americans, 11% Hispanic (double the 1997 figure), 2% Native Americans, and 3.7% reporting mixed (2 or more) races. Although the Native American population is small, it is a significant cultural force. The local Native American population is concentrated in the Elem Colony, adjacent to an abandoned mercury mine which is now an EPA Superfund site. Due to years of internecine violence, the Colony’s casino remains closed. Clearlake’s children are racially, ethnically, linguistically, culturally, and socioeconomically diverse. This potential cultural richness can lead to disparities and gaps in the provision of services for children. As discussed below, child care is inadequate to meet the need.

Burns Valley Elementary School. Burns Valley is a small older school, built in the 1940’s. Its relatively small size creates a “family” atmosphere. The Principal knows every student by name. Students are encouraged to help keep the school clean, nurturing a sense of ownership and pride. The school is somewhat diverse: 78% of the students are Caucasian, 7% are Native American, only 3% are Hispanic, and 9% are African American. Approximately 3% are English Language Learners; virtually all of whom speak Spanish at home. The very high transiency rate affects student attendance and achievement. During the current school year, between 50% and 60% of our students moved in and out of the school, many of them several times during the year. Our attendance goal is 95%, but our rate is only 91%. Our free and reduced lunch rate is 94%; 51% of our students are on public assistance. We are the poorest school in Lake County.

Burns Valley’s children come to school, if they come to school, dirty, hungry, and tired. These children and their families suffer from poverty, lack of basic resources, such as decent housing, clothing, and nutritious food, lack of accessible and affordable health, mental health, dental, and vision care, low parental educational achievement, and high levels of adult illiteracy, which are strongly underscored in our needs assessments. Under these conditions, children’s academic achievement suffers. In 1999, Burns Valley had the lowest Academic Performance Index (“API”) in Lake County: 441.

Target Population. Our primary target population consists of 84 children, aged 3-5. Of these, 24 will be enrolled in the new state preschools (100% of its enrollment). We will provide home-based preschool education to an additional 60. Of these, most will be children who are not receiving any licensed preschool care, although some high needs preschoolers may also receive this intervention. Our assessment revealed that most preschool-aged children are not receiving center-based or licensed child care. These children and families are unserved or underserved by the current system.

Our target population’s projected ethnicity is based on Burns Valley’s kindergarten enrollment, which is 75% white, 22% Hispanic, and 3% other. There English Language Learners (“ELL”) range from 4% to 10% in any year. About 17% (based on District-percentages) require special education services, but few require special day classrooms. We know, however, that the ethnic composition of the preschool-aged children in the general community is different from the

kindergarten enrollment, at 65% white, non-Hispanic, 10% African American, 17% Hispanic, and 7% Native American. Because kindergarten is optional, its population is self-selected. Our intent is to bring services to the more diverse families who are outside the child care and school systems.

Why the proposed program, site, system, or model was selected. The proposed Program is actually a small-scale system centered at one site. We chose our program design because: (1) it addresses the need shared by our children, families, and school for better pre-kindergarten preparation and transition; (2) it restructures existing resources to create a holistic, family-friendly approach to learning and to school; (3) it links early childhood educators and child care providers (including families as primary care providers) with each other, with “learning supports”, and with the school; (4) it is inclusive and equitable, preparing children for a positive school experience, regardless of socioeconomic status, disability, other special needs, or language barriers; and (5) it can be scaled up to serve other schools and, eventually, entire Districts.

The Burns Valley site was chosen by consensus among the Program stakeholders and the other three eligible elementary schools, which participated in planning, assessment, and Program design. The following factors led to consensus: (1) Burns Valley’s low API; (2) its new Healthy Start; (3) the new on-site preschool (BV was the only Konocti elementary school without a preschool); (4) Burns Valley’s Reading Excellence Act (“REA”) grant; and (5) the school’s commitment and capacity to serve as a pilot site, test case, and teaching center for other sites schools.

Finally, we chose the Healthy Start integrated services model as our platform. Lake County has had nearly 10 years of success with Healthy Start. Locally, Burns Valley’s first-year implementation results exceeded expectations, proving that this model works with our deeply challenged community. Healthy Start is perceived as *“useful, necessary, and contributing to the overall well-being and academic readiness of Burns Valley Elementary School students.”* Its collaborative structure is accepted and valued. As one teacher put it, “. . . the collaborative teamwork experience is outstanding . . .”. Burns Valley Healthy Start is committed to helping the Program extend integrated, family-friendly services to very young children aged 0-5 and their families. Its credibility will facilitate the Program’s access to, and acceptance by, the community, including the isolated and alienated families most in need of support.

b. What are the strengths and needs of the families and communities served by the targeted schools?

Diverse community stakeholders were involved in evaluating strengths and needs. Our Stakeholders Committee included the Executive Director of the Lake County Children and Families Commission, principals from the four elementary schools, kindergarten teachers, early childhood educators and child care providers, the Children’s Council, representatives from community-based organizations, Healthy Start staff, the District Literacy Coordinator, the District Director of Curriculum Instruction and Special Projects, and the Assistant Superintendent of Schools for the Lake County Office of Education (“LCOE”). The Team’s access to a wide range of sources ensured inclusive representation of all stakeholder groups, including parents, teachers, classified staff, members of the Burns Valley Bilingual Advisory Committee and School Site Councils, Native American residents, the Parent-Community Liaison, bilingual/bicultural residents, and the low income community.

The Planning Team used multiple approaches to elicit thorough and specific information about the strengths and needs of our families, the school community, and the Clearlake community. We surveyed the parents of kindergarten students, child care providers (including family day care homes), and kindergarten teachers. The parent surveys asked about children's school readiness, kindergarten transitions, preschool/child care experiences, what worked and what was missing, and what caused their children to miss school. The provider surveys asked about school readiness and kindergarten transitions, what the children's top problems were, and what linkages to services or other help were available. The teachers were asked about kindergarten transitions, school readiness, causes of absence, children's problems, and linkages to early childhood education programs. We surveyed parents of very young children separately, through the Family Resource Center. The Stakeholders Committee met six times, to assess strengths and needs and to evaluate our readiness for Phase 1. Members completed key informant interviews with additional stakeholders, including District personnel and groups serving special needs children.

We reviewed and incorporated the findings of several relevant studies, including those from the extensive Burns Valley Healthy Start planning process. That process included surveys sent to all families with children at the school (with a return rate of over 50%), plus a community survey placed at various locations throughout Clearlake, including the hair salon patronized by the mayor and other community leaders. Over 100 were returned. The parents provided demographic data and rated listed needs, such as food, housing, transportation, child care, health care, and parent support. Community members rated listed community needs and described strengths. Both surveys provided space for open-ended comments. Focus groups for parents and the Spanish-speaking community provided another layer of input. The County-wide Healthy Start Collaborative also assessed Burns Valley's needs and strengths.

Other sources reviewed included the Burns Valley Self-Assessment for the REA application, the first year evaluation report for Burns Valley Healthy Start, the Lake County Child Care Needs Assessment, the Lake County Children's Report Card and Database, and general demographic information. Results were disaggregated by source, to reveal each group's specific concerns. Our assessment generated a comprehensive overview of what is currently in place at Burns Valley or available to it, what gaps exist with respect to young children aged 0-5 and their families, and how to restructure resources and services to improve school readiness for these children, their families, and the community. The top needs and issues we identified are listed below, by source and in priority order (where applicable).

All Families

- Extra support after school for children
- Dental care
- Employment and parenting services
- Job training and child care
- Vision care

General Faculty

- Attendance
- Readiness to learn
- Child and parent self-esteem
- Parent capacity to participate in children's education
- Basic survival and health care needs

Spanish-Speaking Families

- Dental care
- General health care plus transportation
- Bilingual staff
- After school care
- Information on social services benefits
- Healthy Start nurse to check on children without Medi-Cal
- CPR and nutrition classes in Spanish
- Software with Spanish-English translation

Community - Needs

- Family planning
- Substance abuse prevention and treatment
- Recreational facilities
- Domestic violence prevention and intervention
- Child care (including after school)
- Dental care

REA Assessment

- In-home support for parents w/ young children to develop literacy
- Family literacy support and services
- State preschool on-site
- Kindergarten transition program
- Staff training and assessments

Kindergarten Parents

- Help w/ school readiness
- Early childhood education
- Pre-K contact w/school
- More help for teachers

Child Care Providers

- Nutrition
- Parent problems – drug use, inconsistency, apathy
- Linkages w/resources
- Linkages w/school

Stakeholder's Committee

- Children's health, esp. dental
- Social/emotional/cognitive development
- Parent capacity (literacy, involvement, etc.)
- Integrated early childhood service system

Community - Training Needs

- Employment training
- Adult literacy
- Health/hygiene
- Adult education/GED
- Family nutrition
- Stress reduction

Parents - Family Resource Center

- Parent education, e.g., developmental play, enrichment, infant growth, etc.
- Parent support groups
- Child care
- Parent enrichment activities, e.g., exercise

Kindergarten Teachers

- Children's health, especially dental and head lice; depressed children
- Family transiency
- Parent apathy
- Domestic violence
- Kindergarten transition programs
- Linkages with early childhood education

Compiled Other Assessments

- Early identification/intervention for special needs children
- Literacy, all ages
- Quality child care, esp. preschool
- Access to services/resources
- Systems integration

Targeted Children and Families. Parents, children, and the community strongly agreed on core needs. Children's health care (especially dental care, nutrition, headlice, and depression) was a major concern in its own right and because it affects attendance, behavior, and learning. Parent capacity-building to help parents meet their own and their children's needs was a top priority. Adult education and literacy, employment, education to empower parents to serve as their children's primary teacher, and parent support services are part of parent capacity. Quality childcare and early childhood education became increasingly important when school readiness was addressed. All agreed that too often children and families' first contact with school is the first day of kindergarten; by then, they are often set up to have a hard time in school. They felt school readiness is essential, including better access to early education and quality child care for preschool children, integrated learning support services (health care, etc.) in the child care setting, kindergarten transition services, and coordination among child care providers to offer consistent services to all children.

Children and their parents urgently need help in all areas in those critical years from 0-5. The severity of our children's dental needs exemplifies this point. In Fall 2001, a mobile dental van spent a week at Burns Valley. Exams, x-rays, and cleanings were performed on 78 students. Only 6 were healthy. Of the others:

- 20 students needed to have 39 teeth pulled
- 64 students needed to have 315 cavities filled, averaging 5 per mouth, up to 15
- 29 students needed to have one or more *root canals*

These children are, at most, 10-11 years old. Their dental problems would be appropriate, albeit still serious, in much older people. These issues, like so many others, have their origins in early childhood. If we can get to these children and families in those critical early years from 0-5, we can avert a great deal of physical and emotional distress and set children up for success, not failure.

The planning process carefully sought out representatives of cultural, linguistic, ethnic, and special needs groups. Although we are not as diverse as California overall, our demographics are changing. Preschool and kindergarten enrollments confirm the rising need for services to the Spanish-speaking community. Spanish-speaking parents cited a high need for English language training. Local diversity comprises mostly language and special needs; otherwise, we are relatively homogenous at mostly white and overwhelmingly poor.

Most special needs children are not identified until they come to school, whether preschool or kindergarten. The number of Clearlake children served by SELPA more than doubles between ages 3 and 4, the year most children qualify for preschool. The numbers rise by another 35% upon kindergarten entry. The most common needs are speech and language. According to the Early Connection (the state preschool provider), 75% of children entering its preschools have delays in receptive and expressive language, cognitive skills, social/emotional development, and motor skills. Most of these delays are experiential, not congenital. By the time they enter school, the state preschool children are mostly caught up; development matches age. Unfortunately, only about 40% (or 28 children) of the average kindergarten class of 70 have attended *any* preschool. The others are likely to come to Burns Valley with years of unmet special needs, straining the school's resources. Special needs children and diverse children outside the preschool system are not being identified and served until school entry. They are not ready and enter the system at enhanced risk of failure.

Families, children, and the community bring significant strengths to the challenge of school readiness. The parents firmly agreed that it was their responsibility to get their children ready for school, including choosing quality child care. Despite their generally very low education levels and other stresses, these parents made time to read with their children, do ABCs, play, and teach numbers, colors, and shapes. They actively sought information and help in raising their children. They are comfortable with Burns Valley. They feel teachers, the principal, and other staff are friendly, open, and keep parents informed. Children are treated with kindness and respect; they feel important and are praised for doing well. The kindergarten teachers are highly qualified (each credentialed and with over 20 years experience). The Principal is experienced in school reform and comprehensive services initiatives, such as Healthy Start.

School Community. When the assessment results are viewed from perspective of the school community, early intervention again becomes the central theme. Fragmentation of services is prevalent. Teachers, parents, child care and other service providers operate in isolation. They all

identified kindergarten transitions, more quality child care options, support and education for parents to empower them to teach and raise their children in quality environments, “learning supports” (health care, etc.), and systems integration as keys to effective school readiness

The local child care system has significant challenges, beginning with sheer lack of space. There are only 206 licensed spaces in the entire Clearlake area, for all children aged 0-12. There are about 70 licensed spaces for preschoolers at local centers, including Head Start. The new state preschool is license-exempt, but must meet strict state standards for staff qualifications, curriculum, facilities, and staff/child ratios. It will provide 24 new, high quality spaces. Despite these advances, there is a *net child care deficit of over 1,000 spaces*, clearly limiting access to affordable, quality child care. The kindergarten parents who had used licensed child care felt their children were school ready and that the preschools had been a major contributor. They described their preschools as “wonderful”; their children learned more and experienced things they could never have done at home. Those who had used relative care were much less positive; one wished she had enrolled her child in Head Start. Therefore, we must bolster “kith and kin” child care. Although relative providers love the children and do the best they can, most have little or no child development training, do not know first aid or CPR, are isolated from other service providers, and cannot provide an enriched, health-oriented environment that fosters emerging literacy.

The local child care system also has significant strengths. Many providers are receptive and willing to improve the current system. They participated in Program planning and agreed to develop common practices and to articulate with the school. The Child Care Planning Council and Rural Communities Child Care provide planning, networking and referrals. They offer classes and incentive stipends to raise provider quality and retention. The Health Linkages and Child Care Linkages Projects (the “Linkages Projects”), funded by State and local Prop 10 monies, are piloting integrated health and safety services in child care settings, including family day care homes. The child care community is committed to increasing high quality, multi-cultural, multilingual, and special needs child care options. Early childhood educators are ready to be equal partners with the school to meet the challenge of school readiness.

The Burns Valley school community has many strengths. Clearlake has a family-friendly, small-town heritage. Most of the people involved with our school live here. Parents attend events, observe classes, and volunteer on campus. The Parent-Community Liaison helps the school maintain good relations with parents and the community. Parents appreciate the school’s efforts to help them. The Spanish-speaking community is strong, cohesive, and actively participates in the school. The child care community is committed to quality. Healthy Start has pioneered effective services integration on our campus. Our initiative will expand existing models to reach the very young children and families who are currently “locked out” of equal access to quality services.

A key asset of our School Readiness Initiative is the infrastructure being developed and strengthened by means of the Children and Families Commission Strategic Plan. This year, the Plan update established school readiness as the connecting link among its three major goals: quality child care, family support/education, and health care access. Our Program is an opportunity to build upon existing services and grant awards (such as the Linkages Projects) to continually augment and refine service delivery, sustainability, plans for integrated best practices, and evaluation.

To sum up:

Our major barriers that affect school readiness are:

- Children’s health, including dental, mental, physical, and emotional well-being
- Limited access to high quality child care at the preschool level
- Parents who lack the capacity to help their children learn

Our top priority needs are:

- Parent education and empowerment to help their children learn
- Increased access to high quality child care at the preschool level
- Improved access to full scope health care: medical, dental, vision, prevention
- Kindergarten transition process

Our plan to meet these needs includes:

- A School Readiness Center on campus, co-located with the new state preschool, as a source of direct services and referrals
- On-site and referred health care and other services
- A home-based, intervention and school readiness program for families with preschool children
- A multi-faceted kindergarten transition process

c. What results are expected for children and families?

Our Program’s ***overarching goal*** is: “Healthy, well-adjusted children who are emotionally, socially and cognitively ready for school, supported by an extended and expanded integrated service delivery system that provides children aged 0-5 and their families with comprehensive services.” Our highest priority, achievable long-term and short-term results are listed and summarized below, organized by the 5 “Essential Elements”.

Children’s Readiness for School – Early Care and Education (“ECE”)

Interim Goal: Improved access to high quality ECE for all families served, regardless of income, race, ethnicity, language, or special needs (* = Aligned with CCFC Result: “Improved Child Development”) (*** = Aligned with CCFC Result: “Improved Child Health”)	
<i>Short term results and indicators:</i> <ul style="list-style-type: none"> ➤ *Increased capacity to serve children in child care facilities, measured by new preschool spaces ➤ Increased capacity to provide ECE to children in home, measured by Program records ➤ *Increased use of supports and opportunities by preschool child care providers, e.g., incentive & compensation programs, measured by Program records ➤ *Increased quality of care at all levels and improved facilities, measured by parent and provider surveys 	<i>Long term results and indicators:</i> <ul style="list-style-type: none"> ➤ *# children receiving quality care, including in the home* ➤ *Young children, including those w/ developmental delays & special needs, have access to, and receive, quality early care ➤ *90% of children served enter kindergarten ready for school ➤ *90% of children served complete first grade without being retained ➤ *Parents know about, and choose, quality child care

<ul style="list-style-type: none"> ➤ Articulation of child care providers' programs and school curriculum, measured by Program records, e.g., Personal Learning Plans ➤ *Children ready for school by kindergarten, measured by: (a) # receiving health screenings (mental, physical, developmental), preventive health care, & referrals; (b) #/type of kindergarten transition services; (c) # providers receiving training about school readiness; (d) # parents conferring regularly with child care provider ➤ ***Increased child access to healthy and safe environments, measured by Program records & # providers who use tobacco in their homes 	
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2. Family and Community Supports and Services – Parenting/Family Support

Interim Goal: Parents who are literate, empowered to serve as their children's primary teachers, and engaged with the school and community

(*=**aligned with CCFC Result "Improved Child Development"**)

=aligned with CCFC Result "Improved Family Functioning - Strong Families"**)

Short term results and indicators:

- **Increased capacity to provide parenting education, measured by # classes & home visits & # parents participating in same
- **Increased capacity to provide parent support services, measured by # support groups available & used, # families served by home-based school readiness
- ***# families receiving appropriate referrals and services, e.g., substance abuse, health, insurance, job preparation, etc.
- */**Availability and use of family literacy programs, measured by Program records
- # parents contacting school pre-K entry, measured by Program records

Long term results and indicators:

- **Increased participation by parents in children's education, measured by parent and teacher surveys, event and meeting attendance records
- *Children enter school emotionally, socially, and cognitively ready to learn, measured by Pre-School Exit Standards, Kindergarten entry assessments, etc.

3. Family and Community Supports and Services – Health and Social Services

Interim Goal: Accessible, affordable health care (physical, mental, dental, preventive) for all young children and families, regardless of ethnicity, language, income, or special needs (*=aligned with CCFC Result: “Improved Child Development”) (**=aligned with CCFC Result: “Improved Family Functioning”) (***=aligned with CCFC Result: “Improved Child Health”)	
Short term results and indicators: <ul style="list-style-type: none"> ➤ ***Increased use of health care, measured by # screenings & services used, e.g., immunizations, dental care, assessments & # children served ➤ ***%age children w/up-to-date immunizations and health records @ K-entry ➤ ***Reduced # children w/ dental caries and untreated dental conditions ➤ ***Increased # children in health plans ➤ */***Increased access to early screening & intervention for mental health & special needs, measured by # referrals to services ➤ ***Increased access to proper nutrition, measured by # children within normal weight @ K-entry ➤ ***Increased child access to healthy and safe environments, measured by family survey, including in-home tobacco use 	Long term results and indicators: <ul style="list-style-type: none"> ➤ Children are healthy and well nourished at kindergarten entry ➤ Children receive preventive and ongoing regular health, mental health, and dental care ➤ Stable levels of increased attendance at preschools served and kindergarten, measured by attendance records

4. School’s Readiness for Children

Interim Goal: Structured transitions between home, early care and education, and school (*= alignment with CCFC results: “Improved Child Development”)	
Short term results and indicators: <ul style="list-style-type: none"> ➤ Kindergarten transition program, measured by # children served, materials distributed, Personal Learning Plans in place ➤ Outreach to ECE providers, parents of children 0-5, & provider networks, measured by Program records ➤ Cross-training and articulated curriculum and planning for ECE providers and K teachers, measured by # shared trainings, in-services, planning meetings, common tools used 	Long term results and indicators: <ul style="list-style-type: none"> ➤ *Children enter kindergarten “ready for school” ➤ School is ready to receive and able to serve children at entry, measured by assessments ➤ Smooth transitions between home, ECE, and school, measured by parent, teacher, & provider surveys ➤ Increased participation by parents in children’s education, measured by parent and teacher surveys, parents in classroom, volunteer time, events attendance ➤ Culturally and linguistically appropriate services and special needs services are consistently available

5. Overall Support – School Readiness Program Infrastructure and Administration

Interim Goal: A stable, self-sustaining system that empowers participants to achieve their personal and professional goals (*=aligned with CCFC Results: “Improved Systems for Families”)	
<i>Short term results and indicators:</i> <ul style="list-style-type: none"> ➤ New preschool facility on-site ➤ ECE training and resources available to parents and providers, measured by # trainings offered and attended by whom ➤ Professional development opportunities for ECE and school staff, measured by # offered and attended by whom ➤ Active collaborative leadership team with all stakeholders represented, measured by meeting records, satisfaction surveys ➤ *Increased parent leadership and engagement, measured by # offered and # attending parent leadership or participating on Parent or Program Leadership Team activities, or in community groups 	<i>Long term results and indicators:</i> <ul style="list-style-type: none"> ➤ *Increased consumer engagement in school, community, and governance, measured by # participating in events/activities ➤ *Families can identify a single point of entry to all services they need to support their young children ➤ Program innovations become institutionalized in collaborative culture

Overarching goal: Healthy, well-adjusted children who are emotionally, socially and cognitively ready for school, supported by an extended and expanded integrated service delivery system that provides children aged 0-5 and their families with comprehensive services. (*=aligned with CCFC Result: “Improved Systems for Families”)	
<i>Short term results and indicators:</i> <ul style="list-style-type: none"> ➤ *# of groups and agencies collaborating to provide services, confirmed by MOUs ➤ *Services restructured and expanded to extend integrated system, measured by provider and parent surveys, # services co-located, # families w/ access to services ➤ *Separate funding streams braided and reallocated to support Program priorities, measured by revenue agreements, Medi-Cal billing, other reimbursements 	<i>Long term results and indicators:</i> <ul style="list-style-type: none"> ➤ *Services reduce disparities in health status, school readiness, and family functioning across ethnicities, income, etc. ➤ Self-sustaining program, measured by % of non-Prop 10 funding and scope of services ➤ Attendance, achievement, and family functioning maintain higher baseline compared to pre-Program, measured by school and ECE records, case management, parent surveys

These results flow directly from our needs and strengths assessment. The Stakeholders Committee identified possible priorities from the assessment results and screened them according to: (1) which had been top priorities of parents, school, child care providers, and community; (2) which could be feasibly addressed, with meaningful change in 3-5 years; (3) which could be met with existing resources; (4) which will have the greatest impact on the widest spectrum of needs; and (5) which will prevent or reduce future needs. A final filter was the degree of alignment with local and State Prop 10 priorities. This process allowed us to pinpoint our desired results. This Program has the support of the Lake County Children and Families Commission.

2. Services and Partners

a. *What strategies and partners are currently in place that address the 5 “Essential Elements?”*

Extensive infrastructure is already in place. The school is a neighborhood hub, with caring and credible staff. Healthy Start is successful and accepted. Many local child care providers are committed to high quality care. Both the local and County-wide Healthy Start Collaboratives have a strong presence in the community. Clearlake’s informal network of civic clubs, churches, and neighborhoods supplements more formal services. Our Program will allow us to integrate, enhance, and extend these infrastructure elements to serve our youngest children and their families.

The strategies and partners currently in place are summarized below, organized by the 5 Essential Elements. When the same services apply to more than one Element they are cross-referenced. Applicable research will be summarized at the end of this section.

1. Children’s Readiness for School - Early Care and Education Services.

The key partners currently in place are: Burns Valley, the District, LCOE, the Burns Valley Healthy Start and its 40+ partners, the County-wide Healthy Start and its 55+ partners, The Community and Family Network (or “The NET”) (which provides home visitation, Family Resource Center, clinical and counseling services), Sutter Lakeside Community Services (including Early Head Start, Early Start Family Resource Center, Teen Parenting Services), NCO/Rural Communities Child Care (child care resource and referral), the Lower Lake Child Development Center (ages 2-5), Migrant Education, other centers, and the Early Connection (state preschool).

The key services and programs currently in place are:

- Burns Valley Healthy Start Family Service Center (“FSC”). At the on-site FSC, Healthy Start provides a comprehensive, integrated service delivery system that addresses the community’s prioritized needs for health care (all types), adult education and job development, children’s basic needs (clothing, hygiene, food), family survival, counseling and support, and dental care. Healthy Start served 300 families in its first year of operations. Its Site Coordinator and Family Service Coordinator participate on the Family Support Teams, Student Study Teams, and *Success For All* (reading reform) teams. They coordinate Wellness Fairs, the Tooth Mobile, transport and provide case management for children aged 5-11 and their families.
- Healthy Start Collaboratives. Through the County-wide and local Collaboratives, Burns Valley has access to the full range of Lake County’s health and human resources. The local Collaborative provides the school with direct access to, and linkages with, local community-based services and support. It is also a vehicle for parent leadership, empowering consumers to become contributors.
- The NET Family Resource Center. The NET Family Resource Center provides drop-in services, home visitation, and center-based parent education and support. The home visitors serve families of very young (0-5) children to empower them to meet their own and their children’s needs. Parent education and support groups reinforce the visitors. The NET also provides clinical and counseling services to school-aged children and their families at Burns Valley. It is a certified Medi-Cal provider. The NET’s experience with the challenges of home visitation will guide the Program’s home-based education program.
- Sutter Lakeside Community Services (“SLCS”). SLCS is the County’s largest community-

based organization. It provides family support services, teen parent services, operates an Early Head Start child care center (open to Burns Valley Families), is the domestic violence response agency, and houses the Early Start Family Resource Center, which provides education and support for parents of special needs children. SLCS is a certified Medi-Cal provider.

- Child care services. The Lower Lake Child Development Center and two Head Start sites provide high quality care to children from Clearlake. The Early Connection is an experienced state preschool operator and provides high quality, developmental care. Other ECE resources include family day care homes, some of which are already involved in Program planning. The Child Care Planning Council and NCO/RCCC provide networking, incentives, and outreach.
- Child care quality and infrastructure. The County Commission and other stakeholders have invested in child care infrastructure. NCO/RCCC maintains a provider list, provides resource and referrals, and is implementing Lake County CARES, an cash education incentive program for ECE providers, including Family Day Care Homes. CARES is funded by State and Local Prop 10 monies. The Child Care Planning Council offers education and retention stipends to center-based providers. Easter Seals is operating the Linkages Projects, both of which bring health services and education to the child care settings.
- Kindergarten transition. There are no kindergarten transition services currently in place, although the REA grant funds tutors for kindergartners. The “Readiness Backpack” program for preschool children entering kindergarten was successfully pilot-tested last year with one-time funds. Preschool children received backpacks full of school readiness materials, books, and lots of ideas for their use. Parents were taught how to use the materials. The children loved the new stuff and the parents enjoyed being empowered to help their children succeed.
- Special Needs. Services currently in place include the Special Education Local Plan Area (“SELPA”), which serves children aged 0-22. SELPA’s resources include an Early Start Infant Educator, a Psychologist, and others. SELPA provides access to other services, including referrals to the Early Start Team. This Team serves children aged 0-3, and includes SELPA, Early Start Family Resource Center, Easter Seals, and the Regional Center. The District’s “Search and Serve” program works with clinics, doctors, hospitals, parents, and child care providers to identify children aged 0-3 who might be at risk of delay or disability. The District’s specialists are scheduled at the centers and elsewhere to serve these children.

2. Family and Community Supports and Services – Parenting/Family Support.

The key existing partners are: Burns Valley, the District, Healthy Start, Head Start, Early Head Start, Lower Lake CDC, Migrant Education, The NET, SLCS, and *Success For All*. Special needs providers include the Early Start Team as such, and its members: the Early Start Family Resource Center, SELPA, Easter Seals, the Regional Center.

The key services and programs currently in place are:

- Home visitation - educational. Head Start, Migrant Education, the CDC, *Success For All* (or *SFA*), and Early Head Start all make regular home visits to help parents sustain and support the gains their children are making in their programs. Many of these home visitors report having to spend significant education time to help parents meet basic needs.
- Home visitation – support. The NET’s FRC operates a home visitation/parent support program, described above. It, too, has had to concentrate on basic needs to the detriment of child development services.
- Family Support and Student Study Teams. Burns Valley coordinates Family Support and

Student Study Teams for children in need of extra attention, interagency services, and/or case management. Different groups have different concerns. The *SFA* teams concentrate on reading. The FSTs and SSTs concentrate on children's healthy development in all areas.

- Parenting education and support. A number of partners offer parenting education and support. Burns Valley offers Family Nights, for fun, literacy, and curriculum review. The NET offers a center-based ECE program, "Treasured Child". "Treasured Child" was adopted by the California Office of Child Abuse Prevention and included in its statewide trainings. Burns Valley Healthy Start is running a parenting group.
- Family and adult literacy. The Resource Center, Konocti Adult Education, and LCOE offer computer literacy, adult basic education, and GED preparation, all available through Healthy Start or directly.
- Special needs services. The Early Start Family Resource Center provides parenting education and support for parents of children with developmental delays or disabilities. The Early Start Team identifies and serves children aged 0-3. Easter Seals provides in-home education and parent support.
- English language learners. The District's two programs for adult English Language Learners are offered two evenings per week at Burns Valley: (a) an English language acquisition program; and (b) an empowerment group, the English Language Advisory Committee or "ELAC".

3. Family and Community Supports and Services – Health and Social Services.

The premier partner in this area is Healthy Start. Healthy Start's health partners are listed on the attached MOU. SLCS and The NET provide additional key services directly, as well as through Healthy Start. Through the Linkages programs, some centers and family day care homes are receiving integrated health services, access to a helpline, and provider health and safety training.

Existing services include:

- Direct and referred health services. Through Healthy Start, children and families have access to a full range of health services. These include: public health nursing (clinics, immunizations, child safety seats, etc.), public health education (tobacco, etc.), dental disease prevention (including the "Tooth Mobile"), public mental health services, drug and alcohol counseling and treatment, comprehensive screening services, and others, provided directly on-site or by referral. In addition, The NET assigns clinical and counseling teams to school sites, including Burns Valley. As noted, the Linkages Projects facilitate health services in child care settings.
- Health insurance enrollment. SLCS provides Healthy Families and Medi-Cal enrollment County-wide, on-site or elsewhere.
- Child abuse treatment, etc. Child Protective Services provides child abuse intervention, including removal, reunification, and maintenance. SLCS provides treatment for children and non-offending parents. The Children's Council sponsors trainings for mandated reporters of child abuse, e.g., teachers, child care providers, et al.
- Special needs services. Available services are described above.
- Case management. Burns Valley Healthy Start provides case management for health services, in cooperation with other providers who also have case management requirements. The Clearlake FRC utilizes multidisciplinary teams that function as specialists in key areas (mental health, alcohol and other drugs, medical, nutrition, parent education, child development, etc.) to support a wraparound, case-conferencing approach to home visitation, parent education, and other family support programs.

4. Schools' Readiness for Children.

The existing partners are: Burns Valley, the District, LCOE, local child care providers, and the health and social services providers and linkages programs described above.

The resources in place are limited to:

- REA. Although REA is not fully implemented, its design includes kindergarten transition programs which will support this Program.
- Burns Valley teachers and staff. The early elementary and kindergarten teachers are an untapped readiness resource. If facilitated, they are willing to participate in transition programs, cross-training and shared planning, and outreach. The Principal is familiar with kindergarten transition programs, as one was in place when the school had an on-site Head Start center.
- Curriculum. Burns Valley has aligned its curriculum with state standards and is in the process of backwards mapping to the California High School Exit Exam. Alignment with the Preschool Exit Standards should be a smooth and rapid process. Similarly, *SFA* has kindergarten transition capability which has not been tapped.
- Seamless "Learning Supports". As detailed above, Burns Valley has on-site or expedited access to a full spectrum of health and social services for children and families, primarily flowing through Healthy Start, but also coordinated by The NET, the Linkages Projects, and others.

5. Infrastructure and Administration.

The key existing partners are Burns Valley, Healthy Start (County and local Collaboratives), the District, LCOE, Early Connection, NCO/RCCC, and the Child Care Planning Council.

The relevant existing services and resources are:

- Collaborative infrastructure and governance. Healthy Start has nearly 10 years of experience with a collaborative governance structure which includes genuine power for families and community members. Its design, resources, and experience are a platform for the Program. Healthy Start involves parents in planning, implementation, and evaluation.
 - Program/District/County Coordination. LCOE, the District, and Burns Valley are working together in various configurations, including Healthy Start, the new state preschool, and professional development and training. LCOE's Assistant Superintendent of Schools oversees and coordinates Early Connection, The NET, Healthy Start, and the Child Care Planning Council. The County Healthy Start Coordinator oversees all Healthy Start sites and the County-wide Collaborative. We have extensive experience in multi-program coordination.
 - Training and professional development. LCOE sponsors professional development classes and institutes each year, e.g., RESULTS. As noted, NCO/RCCC and the Child Care Planning Council offer ECE classes. The District sponsors 5 professional development days each year. Burns Valley offers multiple opportunities, from on-site inservices and workshops to out-of-County institutes and camps.
 - Evaluation. LCOE and Healthy Start cooperate in the annual Healthy Start evaluation. Konocti has installed the SchoolWise database, which the Program will use. SchoolWise provides longitudinal tracking of students by multiple variables, including age, gender, types of interventions received, etc. We are experienced in evaluating integrated children's services.
- Research. Our approaches are proven effective. Nearly 10 years of successful Healthy Start programs confirm that integrated delivery of school-based services improves outcomes for Lake

County children and families. Statewide, Healthy Start's evaluations underscore this model's effectiveness. As noted, Burns Valley's Healthy Start is exceeding expectations. The study, *"Reaching Back for a Brighter Future"* identifies Healthy Start as a suitable foundation for school readiness (p. 21-22). The NET's home visitation program uses the proven Cal-SAHF/Answers Benefiting Children approach of integrated team case management. Longitudinal studies of home visitation programs which met certain standards (limited case loads, intensity, trained providers) confirm that they improve both child and family outcomes (Olds, et al.). Quality child care can advance school readiness and prevent reading difficulties by helping children develop strong language and cognitive skills and motivating them to learn to read (Children's Defense Fund, *Child Care Challenges* and *Child Care Key Facts*, 1998 and 1999.) Our challenge is to enhance, extend, and integrate our resources to better serve young children and their families.

Special issues and needs. Cultural sensitivity and responsiveness are woven into the service system. The Healthy Start Collaboratives have representatives from the bilingual, Native American, and low income communities. Service providers are increasingly hiring bilingual, multicultural staff to serve diverse children. Staff participate in on-going cross-training on diversity issues. Special needs children, their families, and their providers are closely networked to promote mutual support and inclusion. Konocti actively seeks out special needs children and serves them wherever is best for them. We value diversity, access, and inclusion. They enrich our lives and our community.

Outreach. Our small-town environment expedites outreach. The NET FRC and Healthy Start report that over half of their new clients are self-referred. We use the school newsletter, assemblies, and folders sent home to parents, the monthly Healthy Start newsletter, public radio and television, and fliers posted where families go (grocery stores, Wal-Mart, etc.) to reach all members of the community. Materials are available in Spanish and English, at suitable literacy levels.

b. What strategies and partners will be implemented to further address or expand/enhance the 5 "Essential Elements"?

1. Children's Readiness for School – Early Care and Education.

Our primary new partner is the new state preschool which will open April 2002 in a new facility, co-purchased by LCOE and Burns Valley. The facility will house the Burns Valley School Readiness Center, the Program hub. The Early Connection will operate the preschool, providing 24 children with a morning session of developmental, "whole child" education, in an enriched environment.

Our chief new strategy is to increase coordination and networking among the local centers, state preschools, family day care homes, and relative providers. This strategy is aligned with our Prop 10 Commission's objective to create partnerships among service providers across the 3 goal areas of our Strategic Plan. Providers will work together as a consortium to identify consistent curricula, articulate with State standards, use common assessments, and share best practices. Special needs providers, e.g., SELPA and Migrant Education, will help ensure that this process is inclusive. Burns Valley and the District will provide technical assistance on standards, elementary school curricula, etc. Although our primary focus is on 3-5 year olds, the consortium will reach out to providers serving 0-3 year olds to begin articulation with them. This strategy will reduce the current disparities in child care. Many more children will come to school ready and eager to learn, regardless of income, disability, or language.

To support this strategy, the Program will provide shared professional development opportunities for ECE and early elementary school teachers, described in **3.b.**, below.

2. Family and Community Supports and Services – Parenting/Family Support.

As the assessment demonstrated, there is a severe preschool child care deficit in Clearlake. To offset it, the Program will implement the Home Instruction Program for Preschool Youngsters or HIPPPY. HIPPPY is a home-based early intervention/prevention program which empowers parents to serve as their preschool children's primary teachers. It is designed for families like ours, in which parents have had limited schooling or are alienated from the schools. Our HIPPPY will focus on children aged 3-5 who are not attending a preschool, but it may serve some children identified by the state preschool or others as needing more help. The NET will oversee HIPPPY, with support from the REA program. HIPPPY fills the most extensive gap identified by the assessment: children who do not receive preschool services before entering kindergarten.

HIPPPY's curriculum is administered in 30 sessions each year, through home visits by trained paraprofessionals in alternate weeks. For the home visits, parents receive progressive packets of materials and daily activities. The home visitors teach the parents how to use them through role playing. Parents then work with the child in five 20-minute activities during the week, teaching phonemic awareness, shapes, colors, directions, logic, early literacy. Children gain skills and confidence; they enter school ready to learn. The parents gain self-esteem, bond with their children, and take leadership in their children's learning. Every other week, parents attend group meetings with other parents and HIPPPY staff, for additional support and instruction. The parent groups foster parent leadership, as well.

The Program will implement HIPPPY with 2.0 FTE positions, divided among 3-5 home visitors. The NET's FRC Program Manager will supervise the home visitors and serve as the HIPPPY Coordinator. The link with The NET will allow the Program to supplement HIPPPY with other parenting/family support services through FRC home visitors. The HIPPPY home visitors will facilitate the parent groups, held at the School Readiness Center. Child care and food will be provided. HIPPPY is our most significant investment. It addresses 3 of the 5 Essential Elements: early care and education, parenting/family support, and infrastructure (parent empowerment and leadership).

Other services will include expanded Family Literacy Nights (with child care), plus inclusion of Program adults in English Language Learner and ELAC sessions. The County Library offers free adult literacy classes and sponsors the Families For Literacy Program, in which adults learn to read while teaching their young children to read. Working with the REA program and with Even Start (if funded), we will bring more Library programs to Burns Valley.

3. Family and Community Supports and Services – Health, etc.

The Program will work with Healthy Start and its collaborative partners, the Linkages Projects, special needs providers, SLCS, and the NET to expand health services, on-site and through referral, to serve children aged 0-5 and their families. The Healthy Start Family Services Coordinator will expand her hours and duties to coordinate the Program, including this element. The Healthy Start FSC will be the access point for these services, accepting and making referrals and providing case

management. On-site Healthy Start services, e.g., the Tooth Mobile, will be expanded to include Program children. Services will be available at the preschool, the FSC, at home, and elsewhere.

4. Schools' Readiness for Children – School Capacity.

Our three- part strategy to enhance Burns Valley's readiness for children is: (a) kindergarten transition; (b) shared professional development for ECE providers and early elementary teachers; and (c) seamless provision of health, social services, and other learning supports for children and families. Our primary new partner is the REA program.

Our assessment revealed the need for kindergarten transition, beginning with outreach to identify children approaching kindergarten age. Currently, we do not know who is coming until they show up. As described, our ECE providers intend to use common/compatible assessments and procedures. Generally, preschool children are assessed for school readiness in June. Children who are not quite ready will be invited to a four-week Pre-Kindergarten summer school. We are exploring the San Juan/Alliance For Excellence "Summer Reading Camp" as a model. Assessments will be repeated in late summer. The "Kindergarten Backpack" program, described above, will be reinstated. This cheerful, fun event lets us discreetly assist our low income families. We believe some may avoid kindergarten because of expenses. Finally, the Personal Learning Plan process will start at kindergarten rather than first grade. The preschool child care provider (who may be the parent), the parents, and the elementary teachers will discuss each child, including his or her benchmarks on the Pre-School Exit Standards. Our transition program will ensure continuity.

As described in **3.b., *Staffing and professional development***, our Program incorporates cross-training, plus shared curriculum and planning development opportunities for ECE and early elementary teachers. The school has opened its faculty meetings and five professional development days to Program staff. REA and Program funding will send selected ECE providers and Program staff to workshops and in-services with school staff. The seamless provision of integrated learning supports (health, social services, etc.) has already been described above.

5. Overall Support – Program Infrastructure and Administration.

We will expand and augment existing collaborative infrastructure and facilities. LCOE and Burns Valley are purchasing the Program facility, which will house the new preschool and Program services. Burns Valley will maintain it. We have detailed our School/District/LCOE coordination in our Master MOU. LCOE will provide administrative and fiscal oversight, including implementation and budget oversight, audit, insurance, payroll, and technical assistance with Program evaluation. The County Commission is providing technical assistance for Program implementation. As LCOE is the LEA for Burns Valley Healthy Start, it has site-specific experience with our needs. Our Program activities support ***parent empowerment and leadership***. We will establish a Parent Leadership Committee which will meet independently of the Program's general collaborative Leadership Team. The Program will invest in parent leadership training and will support long-term family involvement with the school and the community.

The Program will have ***collaborative governance***. The Program's collaborative Leadership Team will include families, community members, Program staff, ECE educators (including family day care providers, relative providers, etc.). The Leadership Team will provide planning, implementation, oversight, and evaluation to the Program, as described more fully in **3.a., below**.

Research regarding the Healthy Start model has been outlined above. Our most significant new intervention is HIPPY. HIPPY has 129 sites in 26 states, Washington D.C., and Guam, serving over 14, 200 families. Since 1993, HIPPY has established 8 sites in California. Highlights from the 1999-2000 WestEd evaluation of California HIPPY indicate that:

- 76% of parents reported encouraging children to write, scribble, draw, or paint, daily or almost daily
- 40% take their children to the library weekly or more often; another 24% go at least monthly
- 90% of parents helped their children with school work
- Kindergarten Teachers rated 78% of HIPPY children as average to well above average for their age in communication, socialization, attention to, and understanding of, stories
- All but one parent had had a face-to-face or telephone conversation with their child's teacher; over 50% had observed their children's classrooms at least 3 times; 60% had volunteered to help

Parent involvement continued beyond kindergarten; over 50% of HIPPY parents are involved in their first graders' schools. HIPPY is a "promising practice" which will meet our priority needs.

Our new services and strategies are ***inclusive, culturally and linguistically appropriate, and effective*** in serving children with disabilities and other special needs. They are designed to eliminate or reduce disparities in access and outcomes. As noted, the Program will add staff who are bilingual and multicultural. Materials will be bilingual and at suitable literacy levels. Experience and/or commitment to working with disabled or delayed children will be a plus. Our strong network of early intervention providers will reinforce our staff's skills and provide training and consultation. Our location at the school, in the heart of town, and near a bus stop, overcomes some transportation barriers. The Center will be wheelchair accessible; we will have a wheelchair user test the ramps, rooms, and bathrooms. Staff will be trained to reassure reluctant or resistant parents. Services will be truly accessible to all children and families.

Our ***global implementation strategy*** is to restructure existing resources and augment them with carefully chosen interventions tailored to meet the needs identified in the assessment. Our strategies complement and reinforce each other. For example, the parent empowerment fostered by HIPPY strengthens the parent leadership and empowerment elements of our infrastructure. Shared professional development activities support each of the 5 "essential elements", creating collegiality and buy-in that lead to real, not theoretical, services integration. Multi-disciplinary teams will implement service integration. Our parents are empowered to be equal partners in their children's development. Our Program will extend system-wide reform to improve outcomes for Burns Valley's young children and families.

Outreach to, and public education for, young children and families is very challenging, because so many are outside any public system. We will do a "search and serve" to identify preschool-aged children in the Burns Valley area who are not in any preschool. Children will be identified from the various preschool and child care providers' waiting lists. Outreach will include presentations to child care providers, our collaborative partners, and parents with young children. The Early Start Team and Konocti Student Services will be referral sources for special needs children. We will place bilingual information in places where families go, such as health care providers, grocery stores, and the like. We will provide public education and outreach through community radio and television, reaching parents with low literacy levels. We will link with the Bay Region's

Community Based Outreach Initiative to enhance outreach to the especially hard-to-reach families

c. What are the specific roles and commitments provided by the participating schools?

The **configuration of Burns Valley** as the sole school for the Program was done because: (1) Burns Valley demonstrated readiness (high needs/high capacity); and (2) our limited funding had to be concentrated to be effective. As discussed, the other eligible schools and stakeholders concurred in this choice. The depth of need has been detailed above. Burns Valley's capacity includes both expertise in, and commitment to, innovation. This site has opened a successful Healthy Start FSC and is co-funding the new preschool. The REA demonstrates its commitment to early literacy. Our family nights, adult education, ELAC, family literacy activities, and student support activities evidence our commitment to family-centered services. Konocti and the Clearlake community share Burns Valley's commitment to comprehensive, early intervention services that benefit all families. In 1992, Konocti pioneered Healthy Start in Lake County. The first two sites are completely self-sustaining, due in part to high community support. The District invests heavily in school reform, funding *SFA* and *Math Wings* at all sites through middle school. The community consistently supports the District's efforts to improve outcomes.

Burns Valley, Konocti, and LCOE will work together to ensure **coordination of services and integration with education reform**. Burns Valley's Healthy Start Family Services Coordinator will serve as the Program Coordinator. She and Burns Valley's Principal, Troy Sherman, will lead the school's integration with the Program. Mr. Sherman has successfully integrated the new Healthy Start with the school, e.g., coordinating SST and FST schedules with Healthy Start. When Head Start was on-site, Burns Valley had a small-scale version of the Program. Mr. Sherman's experience and support is a crucial asset for Program and school coordination and integration. The Assistant Superintendent of Schools will represent the Program on the new Interagency Children's Policy Cabinet (the SB 997 Interagency Children's Policy Council). Our experience in coordinating services and implementing reform will ensure that Program services are similarly seamless.

Mr. Sherman, the Program Coordinator, the REA Site Literacy Coordinator, and LCOE's Assistant Superintendent will integrate the Program with educational reforms underway or planned, including *SFA*, *MathWings*, and the Student Study Teams. The REA Site Literacy Coordinator will coordinate that initiative's literacy and reading reform activities with the Program. We will participate in LCOE's plan to apply for Even Start and for U.S. Department of Education funding to expand HIPPPY. LCOE will open the preschool and provide fiscal and administrative support. This structure avoids duplication, while maximizing coordination. The detailed commitments of Burns Valley, Konocti, and LCOE are demonstrated in the attached **Memorandum of Understanding**.

c. How will coordination/integration of current and new services and resources for this School Readiness Program be addressed and supported?

The Burns Valley School Readiness Center will be co-located on campus with the new state preschool. The facility will have offices, small private counseling and meeting rooms, and a large multi-purpose room for classes and parent groups. Amenities include bathrooms, kitchen facilities, and storage. The Center will have access to Burns Valley's fenced playground, which was built to state child care licensing standards. Fixtures include a large sandbox, a new climbing structure, and a shady arbor with benches. The neighboring Healthy Start FSC has showers, a washer and dryer, storage space, and more small conference and counseling rooms. The Program's school-site

location, proximity to Healthy Start, and collaborative design foster coordination and integration. The Center will be open to community groups, agencies, parent groups (HIPPI and Parent Leadership Committee) and others to create a natural flow of integrated services. The Program Coordinator and the Leadership Team will meet regularly to ensure coordination and integration.

As described above in *Strategies*, children and families will receive a wide range of direct services, informal supports, and resources, ***beyond referrals to other agencies***. Services available on-site include: preschool, parenting support and education, adult education and ELAC, health screenings, health care (dental care, vision, hearing, and other screenings), immunizations, mental health services, and others. Through case management, referrals will be monitored to ensure that families receive services and that the services meet their needs. As services are established here, parents currently outside the school system will become affiliated with the school community.

Evidence of formal linkages among ECE systems, the school systems, and the family service and support systems is documented in our MOUs. For this application, we focused on MOUs from partners whose contributions are new and/or significant, especially in the area of systems linkages. Through Healthy Start, we have access to the full panoply of local and County-wide health and human services providers (see MOU). Copies of Healthy Start's own MOUs are available upon request. The partners have provided specific commitments of cash, other resources, and support to the Program, such as Burns Valley's and LCOE's co-purchase of the Program facility. The ECE providers agreed to link their activities. The REA Program is now interwoven with ours; Burns Valley has redirected over \$40,000 in cash to the Program. Our network of collaborative partners have made generous commitments to our Program.

This Program is ***sustainable***. Our focus on restructuring renders the Program relatively economical and easy to sustain. Funding will be leveraged by the use of parent, community, Americorps, and VISTA volunteers for clerical, child care, and even home visitation positions. Case management will be sustained by billings for LEA Medi-Cal services, Targeted Case Management, and Medi-Cal Administrative Activities. LCOE and The NET are experienced in these procedures. The Lake County Commission will begin sustainability activities concurrently with Program implementation. Braided funding arrangements developed by the Interagency Children's Policy Cabinet will provide non-categorical support for children's services, including the Program. Our proposed sustainability strategies are proven. Lake County has two self-sustaining Healthy Start sites, one has been independent of CDE for 5 years.

The Program is a means for collaborative partners, including parents, to ***improve the way they provide services and supports and to take on new roles***. As detailed above, the preschools, other ECE providers, and the schools are not always mutually reinforcing, despite their common clients and shared commitment to children. The Program establishes collaborative linkages, so children move in smooth, structured transitions from one system to the next. Through HIPPI, parents will take on their proper role as their children's first teachers and as partners with the school. Early intervention is effective, efficient, and averts developmental problems, yet many providers have limited access to very young children. Our approach replaces the current fragmented, late-intervention approach with holistic, early intervention. Policy and procedure changes will support the new approach. The Program will organize shared professional development activities for teachers, ECE providers, and others. The child care networks will expand services to family day care homes and relative providers to improve child care quality across-the-board. Healthy Start will extend the full power of its collaborative resources to these very young children. Common

confidentiality agreements, consents to treatment, common/compatible assessments, coordinated schedules, and compatible databases are all procedure changes which will expedite our plan for services integration.

Children and families will come to the Program from our *extensive referral network* and may also be walk-ins and self-referrals. Primary referral sources will include preschool and kindergarten teachers, child care providers, and Healthy Start. All referrals will be screened for risk factors and given a menu of service options. Not all families will need or select case management.

Children and families who exhibit high needs *and* have cross-agency involvement, regardless of whether they request single or multiple services, may choose “Targeted Case Management” or “TCM”. The Program Coordinator will screen for special needs (child or parent), low parent education levels, single parent household, family economic stress, history/status of older siblings (school achievement, attendance, special needs, etc.), and extent of interagency involvement, especially with CPS. Assessments will be reviewed, when available. The Program Coordinator will meet with the family, ECE provider (if any), home visitors, and/or any multi-disciplinary group working with the family. Our case management will be integrated with existing services, utilizing an MDT approach to avoid duplication. Each family will have a Family Action Plan, with goals, objectives, target dates, and a service plan describing providers and resources to be accessed. All plans are entirely voluntary.

The Program will be a central source of information and support, linking parents with each other and with the services they want in new ways. *All* families receiving Program services will be tracked from intake through exit. TCM families will meet monthly with their teams to review their Plans. These procedures ensure two-way communication and feedback among partners, families, and the Program.

3. Operations.

a. How has/will collaborative planning and decision making be accomplished?

All aspects of the Program, from planning through implementation and evaluation, are or will be inclusive in theory and in practice. Our assessment process allowed us to access multiple perspectives from cultural, linguistic, and special needs groups. Families, especially those from diverse communities, were able to voice their concerns. Most are overburdened with work, school, and other children, but some were excited by the chance to join leadership groups and help other parents. Because it was so inclusive and respectful, the planning process led to mutual understanding and greater collegiality. Further, our broad-based planning process ensured that the Program design addresses the concerns and priorities of special needs families. Increased participation by Migrant Education, ELAC, and others will maintain Program diversity.

The County Commission took the lead in organizing the process, investing Executive Director and staff time and dedicating all of its school readiness technical assistance funds to planning and implementation. Commissioners are committed to continuing involvement in the Program, especially evaluation and sustainability. Public and private health and social services agencies serving Burns Valley served on, or met with, the Stakeholders’ Committee to align goals, identify desired results, and develop a comprehensive plan to integrate services. LCOE’s broad vision of comprehensive, integrated services for all children from birth through school created the context for

Program design. Our stakeholders are committed to equity and access for all children; the Program gives them more tools to follow their principles.

Collaborative governance and decision-making will follow proven models. The collaborative Program Leadership Team is modeled on the successful and stable Burns Valley Healthy Start and County-wide Healthy Start Collaboratives. They bring a solid foundation of trust and achievement that will strengthen our Collaborative. Our Leadership Team will be represented on both Collaboratives, maintaining close linkages with them. This approach links the Leadership Team with extensive County-wide and local resources, while allowing it to focus on its separate mission. We will develop a communication network that builds in regular, scheduled meetings for staff information exchange and feedback.

The Leadership Team's membership will include parents, school staff (general and special education teachers and classified), administrators, the District Director of Educational Support Services (including Special Education, adult ELL, etc.), representatives from ELAC, child care providers (formal and informal), NCO/RCCC and the Child Care Planning Council, local service providers, and representatives from community organizations. Some members of the Stakeholders' Committee will join the Leadership Team to ensure continuity from planning to operations.

The Leadership Team will provide general policy and programmatic direction, review and coordinate services, recruit new partners, evaluate effectiveness, and develop sustainability strategies. It will create 3 Work Groups: (1) a Services Work Group which will regularly re-examine children's and families' needs, review Program services to see how well they meet these needs, and continuously refine and adapt services; (2) a Sustainability Work Group, to coordinate sustainability planning; and (3) an Evaluation Work Group, to lead local evaluation and to work with the State evaluation.

Access and responsiveness are ensured by multiple strategies to embrace diversity, equity, and inclusion. The Leadership Team and collaborative partners include representatives from diverse communities. The Program's menu of services maximize access for special needs children and families. Our home-based and small group activities are intended to reassure parents who are alienated from schools or systems in general. As discussed, materials will be bilingual, literacy-appropriate, and reviewed for cultural sensitivity. Facilities will be physically accessible; staff are or will be appropriately diverse. Cross-training will ensure that all providers are aware of the needs and opportunities posed by diversity.

The Program is designed to ***encourage and sustain participation by family and community members***. Our surveys and interviews asked what it would take for parents to get involved. Their responses guided our approach. First, we will organize a Parent Leadership Team. It will be independent of the Leadership Team and will meet separately. We found that some parents are wary of speaking candidly in front of authority, especially schools. The Program will pay for parent leadership training opportunities and will also train staff to facilitate parent leadership. We will reduce practical barriers to participation, by providing child care, some mileage expenses, and refreshments. We will involve parents and community members in positions throughout the Program, such as child care providers (paid or for ECE credit), team leaders, and Program volunteers. Other groups, e.g., Children's Systems of Care, have some funding for parent leadership stipends which could assist the Program. We will use such incentives to demonstrate the value of their participation. Our evaluation design includes feedback loops to obtain participants'

views and concerns. Having an authentic voice in shaping the systems that serve them will generate long-term commitment by family and community members.

Evaluation is essential to Program quality, stability, and sustainability. Our evaluation will highlight the Program’s role in improving outcomes for young children. We will establish pre-intervention baselines, e.g., readiness at kindergarten entry, kindergarten performance, attendance, etc. We will track our chosen indicators, measuring progress toward our desired results. Our design captures both individual outcomes, e.g., a child’s attendance, and collective changes, e.g., total attendance over time. Because our design tracks types and quantities of services delivered to each child and family, individually and also system-wide, we can cross-link types of services to results achieved. We can, for example, track which preschools are linked with which outcomes. SchoolWise lets us follow children until 3rd grade or even beyond, to measure sustained impact of our early intervention. Our design also includes qualitative inquiries into satisfaction with the program, such as accessibility, responsiveness, quality of collaboration. Analysis of cross-linked quantitative and qualitative data will reveal what works by showing which activities are: (1) having the desired effects on chosen indicators; and/or (2) viewed as positive by consumers and/or providers. The local Prop 10 Commission is currently negotiating with an independent evaluator to develop common indicators and outcomes across the 3 goal areas of the Strategic Plan. The evaluator will fine-tune our Program’s evaluation strategy to align with this overall design.

Activity reports and budgets will be shared at Leadership Team meetings and with the Parent Leadership Committee. An annual evaluation report will document progress toward our desired results and recommend changes. Feedback loops will include staff and collaborative meetings, Parent Leadership Team input, one-on-one meetings, surveys, and public input. We will share our results with partners and the public, using newsletters, presentations, and community TV and radio.

Our evaluation design supports continuous improvement of our program and our partners’ programs. Regular feedback supports timely course corrections to ensure achievement of our outcomes. Our planning process included alignment of our partners’ goals with our outcomes. We will demonstrate the value of our efforts to our collaborative partners by documenting progress toward common goals. Our evaluation will evidence our partners’ effectiveness, supporting their own sustainability planning. Our Sustainability Work Group will coordinate the evaluation process. We will also participate in the mandatory California Children and Families Commission evaluation.

b. How does your staffing and professional development support the results and strategies for the 5 “Essential and Coordinated Elements”?

The proposed staffing is appropriate for the services and supports provided across all 5 Elements. We will staff between 6-8 part-time positions: the Program Coordinator, the HIPPY Supervisor, an Office Assistant, and 3-5 will be trained HIPPY paraprofessionals.

Cynthia Swimm, the Burns Valley Healthy Start Family Services Coordinator, will be the Program’s FSC. She was promoted from within to her current position. She is well-qualified for our position, as she is familiar with the Burns Valley community, the school, and the provision of integrated children’s services. She will oversee implementation and general administration of the Program, with the guidance and support of the Leadership Team. She will also be the primary case manager. Her responsibilities include: (a) convening the Leadership Team; (b) coordinating

Program services; (c) monitoring budget, etc. with LCOE; (d) coordinating professional development activities; and (e) targeted case management.

Lisa Langford-Heron, The NET's Family Resource Center Program Manager, will be the HIPPY Supervisor. Ms. Heron has 6 years in human services and was promoted from within to her current position. Prior to her entry into social services, she was a 3rd grade teacher. She is experienced with family support home visitation services. She will supervise the HIPPY paraprofessionals and provide them with access to other home support services. Through Ms. Langford-Heron, we expect to create home visitation teams that address full scope family needs.

The remaining staff will consist of 2.0 FTE HIPPY home visitors, filled by 3-5 part-time personnel. We will recruit representative parents and community members who have the linguistic and cultural competencies necessary to serve our diverse parents. They will be trained by HIPPY USA. We also anticipate that Americorps and Vista volunteers will enable us to expand these services to additional schools over time.

Program operations, including data collection and evaluation, will be supported by a .20 FTE Office Assistant. This clerical support position will collect Program data from all partners each week, input it into a database, prepare reports, maintain Program records, prepare agenda and meeting minutes, and other tasks. This position will require computer literacy; bilingual capability will be an asset.

Our staffing pattern is appropriate to Program services. We have experienced management and oversight for the entire Program, skilled supervision of our paraprofessionals, and adequate clerical support. The expertise of the MDT's is also an effective way to both provide wraparound services and support paraprofessionals. The HIPPY visitors not only provide home visitation, they are also keys to Program outreach and credibility. The home visitors will facilitate the HIPPY parent groups, from which we will recruit Parent Leadership Team members and parent leaders. These positions constitute our largest investment in personnel, which reflects their importance to the entire Program.

Our partners are contributing significant personnel time to our Program. The REA Site Literacy Coordinator will assist the Program Coordinator to coordinate professional development and in-service trainings and kindergarten transition activities. The District Literacy Coordinator will facilitate Family Literacy and other Family Nights, open to Program families. The state preschool director will open and operate the preschool at no cost to the Program and link it with other Program services. Other contributions are detailed in the attached MOUs.

Professional development is a core Program activity. It fosters collegiality, natural services integration, and smooth transitions for children navigating from home care to center care to school entry. Our **professional development plan** serves all providers. We have developed shared professional development linking ECE providers and early elementary educators. Our plan includes attendance by Program staff at Burns Valley staff meetings and relevant in-services on, e.g., State standards, as well as the five annual District-wide professional development days. Burns Valley, the Program Coordinator, and the Leadership Team will develop an equitable approach to maximizing the number of providers who can attend REA-funded institutes and workshops. The child care providers new professional development incentive programs have been detailed above. Healthy Start's in-services and trainings on cultural competency and special needs will be open to the Program.

Our proposed staffing pattern and professional development plans ensure ***culturally and linguistically appropriate services***. They have also brought together a composite of service providers with extensive experience, professional skills, and the commitment to achieve optimal outcomes. Our staff will reflect the community. Our management team is experienced in the needs of our community and can address the less obvious barriers to access posed by poverty, alienation, and distrust of authority. We have carefully ensured ***capacity to serve children with disabilities and special needs***. Our many professional development opportunities strongly emphasize culture, including the culture of poverty, and special needs competencies. Equity is woven into our design.

D. Budget (Note: This discussion applies to the \$100,000 matching funds allocation.)

Our greatest expenses are personnel @ \$95,180. Of these costs, at least \$72,946 or 72% of the total allocation are devoted to direct services. Our highest investment is in the 1.5 FTE HIPPY Paraprofessionals, @ \$13.12/hour, plus 18% benefits (FICA, retirement, etc.) and pro rated health coverage @ \$6,500 per FTE, or \$58,053. The remaining .5 FTE will be provided through match. The HIPPY home visitors' duties have been discussed in the **Narrative**, above.

The other personnel costs are divided among:

- (1) the .375 FTE Program Coordinator (\$10,188.5/year plus 18% benefits and pro-rated health insurance) or \$14,863/year. This position provides case management and direct services in addition to general administration of the Program.
- (2) the .375 HIPPY Coordinator (\$10,500/year, plus 18% benefits and pro-rated health insurance) or \$14,828/year. This position will also provide direct services, through integrated team case management, as well as supervision of the home visitors.
- (3) the .20 FTE Office Assistant (\$12.50/hr., plus 18% benefits and pro-rated health insurance) or \$7,436. This position will provide clerical support, data collection, and data entry.

Our operating expenses are limited to \$4,820. This amount covers about 54% of the \$8,850 start-up fees charged by HIPPY: licenses and affiliation (\$4,000), Year 1 training and technical assistance (\$3,000), Annual Program Fee (\$1,000), and mandatory pre-service training (\$850). The remainder is covered by REA match (\$2,688) and implementation funding.

The matching funds component of our budget reflects a carefully tailored use of new funds to fill in the most significant gaps and to advance us effectively toward our desired results.

The implementation funding (\$25,000) is allocated in its entirety to Program operations, as we are well beyond the planning stage. This funding allows us to effectuate our Program design, including practical support for parent participation and leadership. The implementation funding will cover: (1) the kindergarten backpack program (\$3,850); (2) parent and staff mileage @ 10,000 miles @ \$.34/mile; (3) food for parent/community meetings, Literacy Nights, etc. (\$714); office supplies (paper, cartridges, etc. @ \$1,500); child care for parent events, meetings, etc. (\$1,350); shared professional development (\$1,000); parent leadership trainings and expenses (\$1,000); required HIPPY training (\$2,500); teacher stipends for kindergarten transition (\$492); HIPPY fees and materials (\$1,944); and indirect costs for LCOE and The NET (\$7,250).

Our partners' significant cash match is documented in the attached MOUs. On a fiscal year basis, these local resources total \$153,904, as follows: (1) a complete, developmental preschool program for 24 children @ \$75,643/year, inclusive of staff, food, supplies, and overhead; (2) a free School

Readiness Center, co-located with the preschool, jointly purchased by LCOE and Burns Valley @ \$15,000/year; (3) the services of the REA Site Literacy Coordinator @ \$7,000/year; (4) preschool supplies and books from REA @ \$5,000/year; (5) child care expenses for Family Nights, HIPPY groups, etc. @ \$2,080 from REA; (6) three 4-week sessions of the Pre-Kindergarten summer school, including organization costs, materials, and teacher salaries, to serve 60 children @ \$20,000 from REA; (7) HIPPY materials and fees @ \$9,088 from REA; (8) teacher stipends @ \$492 from REA; and (9) .5FTE HIPPY home visitor @ \$19,601 (salary, benefits, health insurance, overhead) from Targeted Case Management reimbursement.

In addition, we have assembled a strong foundation of other support and have already identified opportunities to expand, leverage, and sustain the Program. The growing Americorps program is interested in placing its trained workers in our Program, as home visitors, child care workers, and to fill the Office Assistant position. As evidenced by the MOUs, we have significant “soft” match to supplement the cash match. These include commitments of personnel time to plan, oversee, implement, integrate, evaluate, and sustain the Program. Our linkages with Healthy Start’s extensive network of resources lets us draw upon the full scope of Lake County’s resources. Finally, our own Commission has supported and will continue to support this effort. Its investment in the Clearlake FRC, the Linkages Projects, and the NCO/RCCC incentive stipend program for child care providers demonstrates its understanding of the unique needs of our area.

School Readiness Program (or System) Budget *

* The dollar amounts shown here should reflect the funds being received from the CCFC and those leveraged by the county to provide the local cash match.

Program (or System):

Funding Organization	3/01/02-6/30/02	(1) FY 2002-03	(2) FY 2003-04	(3) FY 2004-05	(4) FY 2005-06
A. County Commission	N/A	N/A	N/A	N/A	N/A
B. Funding Partners:					
1. Lake County Office of Education	\$2,666	\$8,000	\$8,000	\$8,000	\$5,334
2. Early Connection	\$25,214	\$75,643	\$75,643	\$75,643	\$50,429
3. Burns Valley Elementary School	N/A	\$50,660	\$50,660	\$7,000	\$7,000
4. Community and Family Network	N/A	\$19,601	\$19,601	\$25,000	\$25,000
5. US Dept. of Ed. (projected)	N/A	N/A	N/A	\$100,000	\$100,000
Total Local Funding	\$27,880	\$153,904	\$153,904	\$215,643	\$187,763
C. State Commission Funding	\$33,336	\$100,000	\$100,000	\$100,000	\$66,664
Total All School Readiness Funding	\$61,216	\$253,904	\$253,904	\$315,643	\$254,427

1. For Fiscal Year (FY) 2001-02, the local match requirement is 1:2 (\$.50 local match for every \$1.00 of State CCFC funds)
2. For Fiscal Year (FY) 2002-03 and beyond, the local match requirement is 1:1 (\$1.00 local match for every \$1.00 of State CCFC funds).

Estimated Number of Children and Families to be Served

	3/01/02 - 6/30/02	FY 2002-03	FY 2003-04	FY 2004-05	FY 2005-06
Estimated number of children to be served:	28	84	94	124	144
Estimated number of families to be served:	26	80	90	120	140

**School Readiness Program/System Budget
STATE CCFC FUNDS**

Name of School Readiness Program: Burns Valley School Readiness Program

Control # (State CCFC use): _____

Description	3/01/02-6/30/02	Fiscal Year 02-03	Fiscal Year 03-04	Fiscal Year 04-05	Fiscal Year 05-06
*Early Care and Education	\$8,634	\$25,900	\$25,900	\$25,900	\$17,267
*Parenting/Family Support Services	\$8,634	\$25,900	\$25,900	\$25,900	\$17,267
*Health and Social Services	\$5,356	\$16,065	\$16,065	\$16,065	\$10,710
*Schools' Readiness for Children	\$5,356	\$16,065	\$16,065	\$16,065	\$10,710
*School Readiness Program Infrastructure and Administration	\$5,356	\$16,070	\$16,070	\$16,070	\$10,710
TOTALS	\$33,336	\$100,000	\$100,000	\$100,000	\$66,664

School Readiness Program Directory Information (SCHOOL READINESS PROGRAM PROFILE)

Briefly summarize the major elements of each School Readiness Program (or System). Your summary will provide an overview for reviewers and be included in the School Readiness Programs Directory.

County Commission: Lake County Address: 55 First St., Lakeport, 95453 Phone: 707-263-6169 FAX: 707-263-6170	Contact: Susan Jen Title: Executive Director, Lake County CCFC School Readiness Program : Burns Valley Street: 55 First Street City/Zip: Lakeport, 95453 Phone: 707-263-6169 FAX: 707-263-6170 E-Mail: lccfc@ncen.org
--	--

School District/School	Enrollment	Grades
Konocti/Burns Valley Ele.	396	K-5

School District/School	Enrollment	Grades

To list additional schools, please use an additional sheet.

Community Characteristics	Burns Valley serves children from the small city of Clearlake, population 13,142. Clearlake is the largest population center in the County, but is 52 miles (roundtrip) from Lakeport, the County seat and hub of most services. Poverty is a chronic problem. Over one-third of the County's welfare dependents live here. Over half of all CPS referrals come from Clearlake. This area is increasingly diverse: 76.7% white, 5.1% African American, 11% Hispanic, and 2% Native American. Many families live in substandard housing. Parents have a high school education or less. There is a severe preschool child care shortage; most children enter kindergarten without formal preschool education.
Services and Programs (5 Essential and Coordinated Elements)	By element, our key services and programs are: (1) a new state preschool on-site, which will serve 24 children and be the Program's hub; (2) the Home-Based Instruction Program for Preschool Youngsters (HIPPY), a home-based education program which empowers parents to be their preschool children's primary teachers; (3) linked, on-site and referred health and other learning support services, through the on-site Healthy Start Family Service Center; (4) kindergarten transition, including assessments, summer Pre-K classes, kindergarten backpack program, and Personal Learning Plans; and (5) case management, collaborative governance, and an independent Parent Leadership Cttee.
Collaborative Partners	Burns Valley's School Readiness Program lead collaborative partners are: Lake County Office of Education, Burns Valley Elementary School, Konocti Unified School District, EarlyConnection, The Community and Family Network, Sutter Lakeside Community Services, Head Start, Migrant Education, Lower Lake Child Development Center, NCO/RCCC, Child Care Planning Council, Child Linkages and Health Linkages through Easter Seals of Northern California, Reading Excellence Act, Burns Valley Healthy Start, and Lake County Healthy Start

TABLE OF CONTENTS

LETTERS OF SUPPORT

Lake County Children and Families Commission

Burns Valley Elementary School- Principal's Letter

Burns Valley Elementary School – Faculty, staff, administration

Burns Valley Elementary School – Parent Letter

LAKE COUNTY CHILDREN & FAMILIES COMMISSION

January 7, 2002

COMMISSIONERS
Peggy McCloud
Chair of the Commission

Carol J. Huchingson
Vice-Chair
Social Services Director

William Cornelison
Superintendent of Schools

Ruth Lincoln
Health Services Director

Ed Robey
Supervisor-District 1

Lynn Brookes
R.N., N.P.

Carla Crawford
Recipient of Services

Chris Thomas, Assistant Superintendent of Schools
Lake County Office of Education
1152 South Main Street
Lakeport, California 95453

Re: Burns Valley School Readiness Program – Letter of Support

Dear Chris:

The Lake County Children and Families Commission (the "Commission") hereby expresses its commitment to participate as a collaborative partner in the proposed Burns Valley School Readiness Program (the "Program"). The Program will help us meet the goals of our Strategic Plan and improve outcomes for some of our County's most high risk children and families. We look forward to the implementation of this initiative as a pilot for other eligible schools in our County and, looking beyond them, as a model for all of our schools to adapt to their own conditions. As a collaborative partner, the Commission will:

- Provide the Program with access to its Countywide network of key leaders
- Work closely with the Program to develop expansion and continuation funding
- Provide Baby Kits, in Spanish and English, for distribution to Program children and families
- Provide the Program with access to resources developed by the State Commission for children, families, and children's services providers
- Allocate \$1,500 from our School Readiness Initiative Technical Assistance funds for the services of a consultant to help guide initial Program implementation during March-May 2002
- Authorize our Executive Director, Susan Jen, to join the County-wide Healthy Start Collaborative and the Program's local Collaborative Leadership Team as our representative

We welcome the opportunity to demonstrate Lake County's readiness to implement an integrated, comprehensive, effective school readiness program.

Very truly yours,

Peggy McCloud
Chair

IT'S ALL ABOUT THE KIDS!

EXECUTIVE DIRECTOR
Susan Jen
lccfc@ncen.org

CONTACT
Karen Ericson,
Office Assistant
55 1st St. Box K
Lakeport, CA 95453
707-263-6169
707-263-6171ax
karene@ca.lake.us.gov



Burns Valley School

P.O. Box 7090
Clearlake, California 95422
(707) 994-2272

Troy Sherman, Principal

Letter of Support: Principal

January 7, 2002

Chris Thomas, Assistant Superintendent of Schools
Lake County Office of Education
1152 South Main Street
Lakeport, California 95453

Re: Burns Valley School Readiness Program

Dear Chris:

Burns Valley Elementary School is committed to becoming the first Lake County site for a School Readiness Initiative, to be known as the Burns Valley School Readiness Program (the "Program"). As a successful Healthy Start site, we know that its model of integrated, family-friendly services works to improve children's health and wellbeing at home and at school.

We are eager to extend that proven model to serve the youngest children in our community, so that when they enter our school they are ready, eager, and able to succeed in the new environment. We want to improve the linkages between those who serve children aged 0-5 and those who serve school-aged children. Together with our collaborative partners, we intend this Program to serve as a pilot to be extended to the other eligible elementary schools in our District. As we begin implementation, we will serve as a test site and teaching center for other schools who are contemplating a comparative effort.

As a site Principal, I have welcomed the opportunity to work with the entire community to improve conditions and outcomes for the children and families we serve. Burns Valley Elementary School's parents, staff, teachers, and colleagues are eager to provide the support, time, and other assistance that will make our School Readiness Program a success.

Very truly yours,

Troy Sherman, Principal



Burns Valley School

P.O. Box 7090
Clearlake, California 95422
(707) 994-2272
Troy Sherman, Principal

Letter of Support: School

January 8, 2002

Chris Thomas, Assistant Superintendent of Schools
Lake County Office of Education
1152 South Main Street
Lakeport, California 95453

Re: Burns Valley School Readiness Program

Dear Chris:

The Burns Valley Elementary School faculty, staff, and administration who work with our kindergartners strongly support the implementation of the Burns Valley School Readiness Program (the "Program"). Our experience confirms that many of the young children coming to our school would have benefited from integrated early intervention services. They require and deserve to be physically healthy, socially, emotionally, and cognitively prepared and equipped with the skills and habits required to succeed in school. Kindergarten is a key opportunity for children; it sets the foundation for their entire school experience. We welcome interventions that will help these young children enter school ready and eager to learn, with parents who know how to help them learn and who are strong, positive partners with their school.

We are excited to have the opportunity to participate in a collaborative effort to expand services to children aged 0-5 and their families and will support this Program with our time, enthusiasm, and other resources.

Sincerely,

The Faculty, Staff, and Administration of Burns Valley Elementary School

January 11, 2002

Chris Thomas, Assistant Superintendent of Schools
Lake County Office of Education
1152 South Main Street
Lakeport, CA 95453

Dear Ms. Thomas,

As a parent member of the Burns Valley Elementary School Site Council, I would like to offer my support for the School Rediness Grant. The grant will allow us to offer families of preschool aged children assistance in preparing their children for kindergarten. Being a mother of four, with my youngest in kindergarten, I know what a difference it makes to a student's success in their school career when they start out having the basic academic, social and emotional skills needed when entering kindergarten.

This is a great opportunity to strengthen the the Burns Valley Elementary community.

Sincerely,

Jenifer Jackson
Parent
Burns Valley Elementary School Site Council

TABLE OF CONTENTS

MEMORANDUMS OF UNDERSTANDING

Lake County Early Connection

The Community and Family Network

Lake County Healthy Start

Burns Valley Healthy Start

Lake County Child Care Planning Council

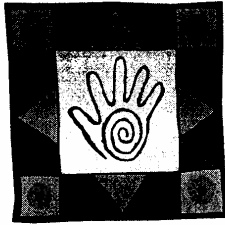
NCO/Rural Communities Child Care

Migrant Education

Easter Seals Northern California

Sutter Lakeside Community Services

The Children's Council



Memorandum of Understanding

Lake County Early Connection

**A Division of the Lake County Office of Education
Child Development Programs**

January 7, 2002

Chris Thomas, Assistant Superintendent of Schools
Lake County Office of Education
1152 South Main Street
Lakeport, California 95453

Re: Burns Valley School Readiness Program – Memorandum of Understanding

Dear Chris:

The Lake County Child Development Programs, Early Connection (the "Early Connection"), hereby agrees to participate in the Burns Valley School Readiness Program (the "Program"). We strongly support the Program's proposed expansion of high quality services to children aged 0-5 and their families who live in the Burns Valley service area. School readiness begins well before a child goes to school.

The Early Connection operates state preschools throughout Lake County. We provide enriched, high quality care, utilizing curricula which allow us to meet the State preschool exit standards. We believe early literacy is the foundation for future school success.

As its participation in the Program, the Early Connection will:

- Open and operate the Program's central facility, a state preschool located on the Burns Valley Elementary School campus, serving 24 students for one part-day session. We will assign or hire, supervise, evaluate, train, and support sufficient site supervisors and other personnel to maintain a staff-to-student ratio of 1:8
- Provide a nutritious snack, as vendorized through the Konocti Unified School District
- Provide an enriched program, including extensive pre-literacy and language enrichment activities, plus general experiential enrichment activities, "whole child" learning, constructive play, etc.
- Provide opportunities for parents to be involved with all aspects of their children's learning and growth
- Support the family as the child's primary source of care
- Co-locate other services and activities at the preschool facility, e.g., such as immunizations, parent education and support, Women, Infants and Children monthly clinics, etc.
- ♦ Coordinate and collaborate with other child care providers in the Clearlake area serving children aged 0-5 and their families, including, but not limited to, NCO/Rural Communities Child Care, Migrant Education, NCO/Child Development Center, Head Start, Early Head Start, local family day care providers, other licensed providers, and license-exempt providers, including relative providers, to choose and utilize common standards and assessments, e.g., the *Pre-Kindergarten Learning and Development Guidelines*, *Desired Results*, and the *Pre-School Exit Standards*, best practices, and integrated child care and other services, ensuring that all Program children and families receive sensitive, culturally appropriate child care, parent education and support, health care, and other services, regardless of their point of entry into the Program
- ♦ Work with the Program to develop Kindergarten transition and articulation services between the new Burns Valley preschool, other participating child care providers, and Burns Valley Elementary School
- ♦ Participate on the Program's multi-disciplinary teams providing case-managed services to Project children and families
- ♦ Participate in sustainability planning

We will open the new Burns Valley Preschool in April 2002. Our annual cash contribution to the Program based on the costs of operating the Burns Valley preschool facility dedicated to the Program's children and families is

1152 South Main Street Lakeport, California 95453
(707) 994-7908 (707) 994- 7948 FAX

\$75,643 per year, inclusive of site staff, administration, operating costs (including food), and administrative overhead.

We look forward to implementing an integrated preschool child care program as a collaborative Program partner.

Very truly yours,

**Cindy Adams, Preschool Program Director
Lake County Child Development Programs**



Memorandum of Understanding

Community & Family Network

A Division of the Lake County Office of Education

January 2, 2002

Chris Thomas, Assistant Superintendent of Schools
Lake County Office of Education
1152 South Main Street
Lakeport, California 95453

Re: Burns Valley School Readiness Program – Memorandum of Understanding

Dear Chris:

The Community and Family Network ("The NET") welcomes the opportunity to extend services to the Burns Valley School Readiness Program. As a long-term member of the Healthy Start Collaborative, we strongly support the Healthy Start service model and believe it can be effectively extended to children aged 0-5 and their families.

The NET provides comprehensive family support services County-wide. We offer school-based clinical and counseling services, parent education and support for parents raising children aged 0-5 at our Family Resource Center, coupled with home visitation services using the proven Cal-SAHF approach, and extensive resource and referral services.

We will provide the following support and services to help the Program meet its chosen outcomes:

1. Contingent upon receipt of Program funding, hire, supervise, evaluate, house, and otherwise support a team of 2.0 home visitors (1.5 FTE funded by the Program and .5 FTE by other sources for a cash match of approximately \$20,000) who will provide HIPPIY (or equivalent) in-home training for Program parents, plus Integrated Team Case Management services to Program children and families;
2. Assign a team of one therapist and one aide to Burns Valley Elementary School to provide a range of services to school-aged students and their parents who may be referred by the Program, such as social skills, a student assistance program, and other services as determined by the needs identified by the Program and the school;
3. Integrate our home visitation activities, parent education and support, access to services, and referral and resources structures of our Family Resource Center with the Program to create a continuum of care;
4. Coordinate our home visitation services (focusing on health, family management, and similar needs) with the Program's education-centered home visitors, to create

□ Main Office - NET North Family Resource Center
9425 Main Street, P.O. Box 578
Upper Lake, California 95485
Phone 707-275-0556 • Fax 707-275-9565

□ NET South Family Resource Center
16254 Main Street, P.O. Box 28
Lower Lake, California 95457
Phone 707-995-4820 • Fax 707-995-4825

teams to address multiple family needs, minimizing intrusion on the families and avoiding duplication;

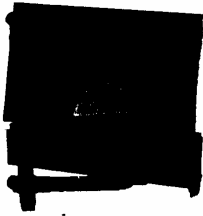
5. Participate in Multi-Disciplinary Teams to case manage targeted families;
6. Provide expertise in the development of interactive, structured, developmentally appropriate Family Nights for the Program, to include family-as-team activities, parent support group time, concurrent youth activity time, and special time for parent and child;
7. Provide 48 hours/year of additional services, at a blended rate of \$25/hour for an additional match of \$1,200, to include:
 - i. participation in the Program Collaborative;
 - ii. in-services to Program and school staff and participating child care providers, including parents, on family support issues, positive child and family development, etc., and
 - iii. participation in sustainability planning.

Our cash contribution to the Program is at least \$20,000 per year. I look forward to beginning Program implementation in Spring 2002.

Sincerely,

(

Arlene Rose, Executive Director



Lake County Office of Education

Memorandum of Understanding

Healthy Start

3350 Acacia Street, Clearlake
P.O. Box 1708, Lower Lake, CA 95457
(707) 994-0669 • Fax (707) 994-9637

January 2, 2002

Chris Thomas, Assistant Superintendent of Schools
Lake County Office of Education
1152 South Main Street
Lakeport, California 95453

Re: Burns Valley School Readiness Program – Memorandum of Understanding

Dear Chris:

Lake County Healthy Start strongly supports the proposed Burns Valley School Readiness Program (the "Program") which will serve children aged 0-5 and their families. The Healthy Start model is a proven success for us. We have 16 sites throughout Lake County, including Burns Valley, which serve children from Kindergarten through 12th grade. Like the proposed Program, our goal is to provide children and families with the support they need to enable to children to come to school healthy and ready to learn. Some of the services we offer include food and clothing, counseling, home visits, health education, immunizations, health screenings, referrals, follow-up, and case management. We look forward to expanding and enhancing the Healthy Start model to serve the Program's very young children and their families. Our experience confirms that early intervention is essential to school readiness and future success.

We will provide extensive support to the Program, including:

- ♦ Membership in, and enhanced access to, our County-wide Collaborative, which includes:

Adult Education and Employment Development

- Mendocino Community College
- Clear Lake Community College
- Lake Resource Center
- Maximus, Inc.
- Lake County Adult Literacy Program
- 4-H Cooperative Extension, University of California

Kelseyville Unified School District
Kelseyville Primary School (K-3)
Gard Street Elementary School (4-5)

Konocti Unified School District
Burns Valley Elementary School
East Lake Elementary School (K-8)
Lower Lake Elementary School
Pomo Elementary School
Oak Hill Middle School

Lakeport Unified School District
Lakeport Elementary School (K-3)
Terrace School (4-8)
Lucerne Elementary School District
Lucerne Elementary School (K-8)

Middletown Unified School District
Minnie Cannon Elementary School
Middletown Middle School

Upper Lake Union Elementary School District
Upper Lake Union Elementary School
Upper Lake Union Middle School

Upper Lake Union High School District
Upper Lake Union High School
Clover Valley Continuation High School

Health and Human Services

- Women, Infants, and Children
- Mendocino Community Health Clinics
- Lake County Tribal Health Consortium, Inc.
- Mental Health Services
- Public Health Nursing
- Public Health Education (includes Dental Disease Prevention, Wellness, and Tobacco Education)
- Lake County Department of Social Services, including CalWORKs, Child Protective Services, On-the-Job Training, Medi-Cal eligibility, and other programs
- Sutter Lakeside Hospital
- Adventist Health Redbud Hospital
- Lake County Alcohol and Other Drug Services
- Drug Abuse Alternatives Center
- Lake County Community Action Agency
- Local dentists, physicians, and optometrists

Local Law Enforcement Agencies

- Lake County Probation Departments
- Local Police Departments

Child Care Provider Organizations

- NCO/Rural Communities Child Care
- NCO/Resource and Referral
- Women, Infants, and Children

Community-Based Organizations

- Sutter Lakeside Community Services
- Community and Family Network

Multi-Cultural Groups

- Lake County Citizen's Committee on Indian Affairs
- Migrant Education (also child care)
- Lake County Latino Coalition
- California Human Development Corporation

Special Needs

- Special Education Local Plan Area ("SELPA")
- Easter Seals of Northern California
- Redwood Coast Regional Center
- Early Start Family Resource Center (through Sutter Lakeside Community Services)

All Lake County School Districts

- Kelseyville Unified School District
- Konocti Unified School District
- Lakeport Unified School District
- Lucerne Elementary School District

- Middletown Unified School District
- Upper Lake Union Elementary School District
- Upper Lake Union High School District
- Lake County Office of Education (includes Community and Court Schools, Adult Education Consortium, Regional Occupational Program, Tobacco Use Prevention Education, Student Support Services, Child Development Programs, Pregnant Minor Program, etc.)
- School Attendance Review Board
- Parents, students, site staffs, Parent Advisory Councils, Bilingual Advisory Committees, District Nurses, District Psychologists

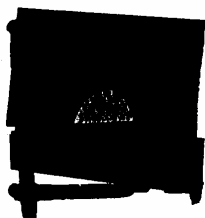
Volunteers and Community Members

- Businesses (Wal-Mart, Safeway, McDonalds, etc.)
 - Civic groups (Rotary, etc.)
 - Churches from the communities supporting each site and faith-based groups, e.g., the United Christian Women
 - Sheriff's Activity League
 - Lake County Children's Council (Child Abuse Prevention Coordinating Council)
 - Clearlake Senior Citizens
- ◆ Work with Program and school staff and Program collaborative partners to expand and enhance Burns Valley's services to support an integrated system of child care, parent education and support, health care, and services leading to school readiness for children aged 0-5, at an estimated administrative cost of \$2,500 per year, including time dedicated by Joan Reynolds, Coordinator of Lake County Healthy Start, to the Program, plus overhead, clerical support, and staff transportation
 - ◆ Expand the responsibilities of the Burns Valley Healthy Start staff to extend Healthy Start services to this younger age group, by adding 15 hours/week staff time for Program services, to be paid for through Program funds
 - ◆ Share the results of our needs and resources assessments, including Annual Reports and findings by our outside evaluator, Duerr Evaluation Resources
 - ◆ Assist the Program with the development of on-going funding for sustainability
 - ◆ Participate in Program data collection and evaluation

We welcome the opportunity to share our resources and experience to expand the continuum of integrated services for children and families in Lake County.

Very truly yours,

Joan Reynolds
Lake County Healthy Start Coordinator



Lake County Office of Education

Memorandum of Understanding

Healthy Start

Burns Valley Elementary School
Austin Boulevard & Pine Street, Clearlake
P.O. Box 1708, Lower Lake, CA 95457
(707) 994-2272 Ext.42 • Fax (707) 994-7349

January 2, 2002

Chris Thomas, Assistant Superintendent of Schools
Lake County Office of Education
1152 South Main Street
Lakeport, California 95453

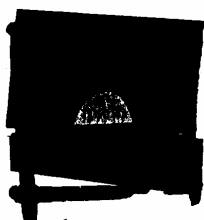
Re: Burns Valley School Readiness Program – Memorandum of Understanding

Dear Chris:

The Burns Valley Healthy Start Program ("BV Healthy Start") strongly supports the proposed Burns Valley School Readiness Program (the "Program"), which will serve children aged 0-5 and their families. Our Healthy Start site has completed its first operational year and has been very successful at Burns Valley Elementary School. We look forward to working with the Program to expand and enhance our model to serve younger children and their families. Together we can provide a continuum of care for children aged 0-11 and their families. Our experience confirms that early intervention is essential to school readiness and future success.

We will provide extensive support to the Program, including:

- ◆ Enhanced access to our local Collaborative partners, to avoid duplication and ensure coordinated use of resources for the children and families of the Burns Valley community, including:
 - Parents and community members
 - Burns Valley School Site Council
 - Burns Valley Bilingual Advisory Council
 - Konocti Unified School District
 - Konocti Adult School
 - W.C. Carle' High School

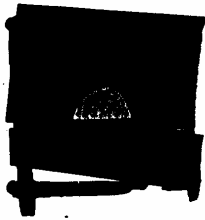


Lake County Office of Education

Healthy Start

Burns Valley Elementary School
Austin Boulevard & Pine Street, Clearlake
P.O. Box 1708, Lower Lake, CA 95457
(707) 994-2272 Ext.42 • Fax (707) 994-7349

- Lake County Sheriff's Activity League
- Emblem Club
- Safeway Store
- Wal-Mart
- McDonald's
- Men's Leadership Seminar at PSI
- Women's Leadership Seminar at PSI
- Lower Lake and Clearlake Community United Methodist Churches
- Clear Lake Community College
- Lake Resource Center, located at Clear Lake Community College
- Community Development Services
- Sutter Lakeside Community Services
- Lake County Supplemental Food Program for Women, Infants, and Children
- Mendocino Community Health Clinics
- Lake County Tribal Health Consortium, Inc.
- Lake County Citizen's Committee on Indian Affairs
- Migrant Education
- Lake County Latino Coalition
- Mental Health Services
- Public Health Nursing
- Public Health Education (includes Dental Disease Prevention, Wellness, and Tobacco Education)
- Lake County Probation Department
- Lake County Department of Social Services, including CalWORKs, Child Protective Services, On-the-Job Training, Medi-Cal eligibility, and other programs
- Lake County Community Action Agency
- Adventist Health Redbud Hospital
- Lake County Alcohol and Other Drug Services
- Drug Abuse Alternatives Center
- Lake County Adult Literacy Program
- California Human Development Corporation
- North Coast Opportunities/Rural Communities Child Care



Lake County Office of Education

Healthy Start

Burns Valley Elementary School
Austin Boulevard & Pine Street, Clearlake
P.O. Box 1708, Lower Lake, CA 95457
(707) 994-2272 Ext.42 • Fax (707) 994-7349

- ◆ Expand our site-based local Collaborative Leadership Team's membership to include Program parents, staff, and child care providers
- ◆ Contingent upon receipt of funding, add 15 hours per week of staff time to expand our services to children aged 0-5 and their families and to provide Program management and oversight
- ◆ Create a continuum of care between our programs, including a system of cross-referrals, so that children aged 0-11 and their families receive high quality, developmentally appropriate services regardless of their initial point of contact with either program
- ◆ Include Program staff, providers, participants, and families in relevant events and activities, such as immunization clinics, vision and hearing screenings, and the Kindergarten Round-Up
- ◆ Include Program information and news in our monthly newsletter
- ◆ Share the results of our needs and resources assessments, including our site's Annual Reports and findings by our outside evaluator, Duerr Evaluation Resources
- ◆ Coordinate with the Program in the development of on-going funding for sustainability
- ◆ Participate in Program data collection and evaluation

We welcome the opportunity to share our resources and experience to expand the continuum of integrated services for children and families in Lake County.

Very truly yours,

Cynthia Swimm
Burns Valley Healthy Start Site Coordinator

~~Memorandum of Understanding~~
Lake County Child Care Planning Council

December 30, 2002

Chris Thomas, Assistant Superintendent of Schools
Lake County Office of Education
1152 South Main Street
Lakeport, California 95453

Re: Memorandum of Understanding – Burns Valley School Readiness Program

Dear Chris:

The Lake County Child Care Planning Council (the “Planning Council”) is pleased to support the Burns Valley School Readiness Program (the “Program”), which will serve children aged 0-5 and their parents. The Program’s integration of high quality child care services with parent education and support, health care, home visitation, and early childhood education, plus its emphasis on serving low income families, its cultural, linguistic, and developmental diversity, and collaboration support our Master Plan.

The key elements of the Master Plan which this Project will help us effectuate are:

- Principle 1: A wide variety of quality child care within communities, to be accessible when needed
 - Goal 2: Create a cadre of providers who are able to implement developmentally, culturally, and linguistically diverse child care
- Principle 2: High quality child care
 - Goal 5: Providers will offer age and developmentally appropriate activities for children from infancy onward, (with implementation strategies that emphasize *school-readiness for all children*)
- Principle 3: Collaborative systems that produce integrated child-centered services
 - Goal 2: Improve the provision of supplemental services [health, dental, nutrition, mental health, parent education, and enrichment] at or in coordination with child care and recreation programs
 - Goal 3: Increase articulation between child care . . . and public schools . . . and the Lake County Office of Education.

To support the Program, we will:

1. Provide access for the Program’s child care providers to our network’s resources;
2. Invite the Program’s child care providers to our annual Child Care Provider Conference, held annually in October;
3. Include qualifying Program child care providers in our AB 212 Staff Retention Plan. We have obtained funding for staff retention for state subsidized center based programs (AB 212). This program provides a stipend of \$40 for every

approved training attended, up to five (5) trainings per year, for a total of \$200 per provider. Upon review and approval by our Staff Retention Committee, we will accept workshops and trainings offered through the Program, e.g., *Desired Results*, Lindamood-Bell LIPS, and the like, as approved trainings which qualify attendees to receive AB 212 stipends. Our cash contribution to the Program is estimated at \$1,800 (a maximum of \$200 per provider x 9 providers, including providers from the state preschool, the Lower Lake Child Development Center, Head Start, and others).

The Council welcomes the Program as a new partner in our shared effort to improve outcomes for children and families, through improving the quality of child care available to them.

Very truly yours

Dallas Cook, Chairperson

NCO NORTH COAST OPPORTUNITIES

Memorandum of Understanding

RURAL COMMUNITIES CHILD CARE
850 Lakeport Blvd.
Lakeport, California 95453
707-263-4688 (phone)/707-263-7513 (FAX)

January 7, 2002

Chris Thomas, Assistant Superintendent of Schools
Lake County Office of Education
1152 South Main Street
Lakeport, California 95453

Re: Burns Valley School Readiness Program – Memorandum of Understanding

Dear Chris:

North Coast Opportunities/Rural Communities Child Care ("NCO/RCCC") welcomes the opportunity to participate in the Burns Valley School Readiness Program (the "Program"). We strongly support the Program's proposed expansion of integrated services and high quality child care to children aged 0-5 and their families who live in the Burns Valley service area.

NCO/RCCC provides resource and referral information to parents seeking child care. Parents may access us directly or through referring agencies. We educate families on the importance of choosing quality child care, e.g., selecting providers who are licensed or who have undertaken additional training. We support child care providers with assistance in obtaining licenses, training in how to operate a child care facility, and other topics. Through the Lake County Children and Families Commission, we have obtained funding to provide stipends to child care providers who attend a six month training program. Monthly sessions will be offered in the Clearlake area.

As collaborative partners in the Program, we will:

- ♦ Provide technical assistance to support the coordination and cooperation of child care providers in the Clearlake area serving children aged 0-5 and their families, including, but not limited to, the Lower Lake NCO Child Development Center, the new Burns Valley state preschool, Early Head Start, Migrant Education, local family day care providers, other licensed providers, and license-exempt providers, including relative providers,
- ♦ Notify our child care providers of the Program's cooperative network, encouraging them to participate in choosing and using common standards and assessments, e.g., the *Pre-Kindergarten Learning and Development Guidelines*, *Desired Results*, and the *Pre-School Exit Standards*, adopting best practices, and integrating child care and other services, so that all Program children and families have equal access to

sensitive, culturally appropriate child care, parent education and support, health care, and other services, regardless of their point of entry into the Program

- ◆ Link Program child care providers to our Linkages program, which provides stipends to qualifying participants
- ◆ Join the Program's local Collaborative (Leadership Team)
- ◆ Encourage child care providers in our program to participate in training programs offered by the Easter Seals Health Linkages Program, the Child Care Planning Council's AB 212 program, and in Konocti Unified School District in-services, workshops, and trainings, among others
- ◆ Circulate Program newsletters and announcements to our child care providers, to enhance their access to resources and to increase integration among our programs
- ◆ Participate in sustainability planning

We look forward to the opportunity to implement the Program.

Very truly yours

Dallas Cook

RETAINING EXPERIENCED WORKERS AND REINFORCING DEVELOPMENT

The single most important factor in providing quality child care is consistent, well-trained and well-compensated child care professionals. Approximately one-third of all child care professionals leave the field every year as a result of low wages and poor benefits. This turnover means that families who need quality child care in order to work can't get it.

Our community values the work you do and wants you to stay in your profession! In an effort to retain quality child care providers, we are offering cash stipends to early child care professionals that meet the qualifications. **LAKE COUNTY CARES** is funded by Children and Families Commission of Lake County and the California Children and Families State Commission (Prop 10) and is being administered by NCO Rural Communities Child Care.

- State Subsidized Programs are not eligible. Contact LCCPC to apply for AB212 Stipends.



NCO Rural Communities Child Care
850 Lakeport Blvd.
Lakeport, CA 95453



DON'T MISS OUT ON THIS WONDERFUL OPPORTUNITY TO BE
COMPENSATED FOR THE EDUCATION THAT YOU HAVE OBTAINED AND
THE QUALITY OF CARE THAT YOU PROVIDE!

LAKE COUNTY CARES

*** about those who care for children



Compensation
And
Retention
Encourage
Stability –
a stipend and
professional growth
program for
early child care providers

Funded by Children and Families Commission
Administered by NCO, Rural Communities Child Care

HOW PROVIDERS CAN APPLY FOR A STIPEND ♦ ♦ ♦

Step 1: Obtain an Application

Contact your employer or NCO Rural Communities Child Care to obtain an application. 263-4688 or 994-4647

Step 2: Fill out the Application

All requested information must be supplied. Applications that are missing information will be considered incomplete and ineligible for 2002 processing.

Step 3: Obtain Verification

Providers must provide verification of educational units and/or professional growth hours. You do not need to obtain your original transcripts. If you are not sure how to verify training you received, please contact the trainer or our staff for help.

Step 4: Turn in the Application

Applications are due:
Wednesday May 1, 2002
At the NCO RCCC Office
850 Lakeport Blvd. 95453
263-4688 x13

Faxes and e-mails will not be accepted.

- State Subsidized Programs are not eligible. Contact LCCPC to apply for AB212 Stipends.

APPLICANTS MAY QUALIFY FOR 2001-2002

LAKE COUNTY CARES STIPENDS IF THEY:

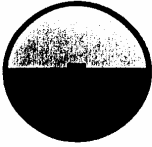
- Worked in licensed or license-exempt early child care for nine of the past twelve months ending June 30, 2002
- Provided direct care for children 0-5 for a minimum of 20 hours per week
- Meet the educational and /or professional training requirements
- ❖ Turn in a qualifying application and verification before or by May 1, 2002

LAKE COUNTY CARES stipends are given according to the amount of training/education that a provider has received. If designated funds are not sufficient to cover all qualified applicants, stipends will be adjusted and may not be as large as the amounts listed at the right.

Family Child Care providers may enter at Level A or higher. Center-based staff must enter at Level B or higher.

DON'T MISS OUT ON THIS WONDERFUL
OPPORTUNITY TO BE COMPENSATED FOR THE
EDUCATION THAT YOU HAVE OBTAINED AND
THE QUALITY OF CARE THAT YOU PROVIDE!

LEVELS	MAXIMUM STIPEND
Level A Pertains to Licensed Family Child Care Providers Only 6 hours of non-unit based training beyond the minimum Health and Safety Requirement.	\$ 125
Level B 6 to 9 units in ECE/CD (units must be from an accredited Post Secondary Institution)	\$ 250
Level C 12 units in ECE/CD including at least two core areas.	\$ 350
Level D 18 to 23 units in ECE/CD including all core areas.	\$ 500
Level E 24 units in ECE/CD including all core areas.	\$ 625
Level F 24 units in ECE/CD including all core areas plus 8 units of General Education (GE)	\$ 750
Level G 24 units in ECE/CD including all of the core areas plus 16 units of GE with course work in all four of the GE areas.	\$ 875
Level H 24 units in ECE/CD including all of the core areas plus 16 units of GE with coursework in all four of the GE areas plus 6 specialization Plus 2 units adult supervision.	\$1,000
Level I AA degree (or 60 units) with 24 units ECE/CD including the core plus 6 units administrations plus 2 units adult supervision.	\$1,125
Level J BA/BS degree with 24 units ECE/CD including The core plus 6 units administration plus 2 units adult supervision.	\$1,250



Memorandum of Understanding
MIGRANT EDUCATION - REGION II

BUTTE COUNTY OFFICE OF EDUCATION
Jerry McGuire, Superintendent

Ernesto Ruiz, Ed.D. / Assistant Superintendent
1670 Sierra Ave., Suite 502, Yuba City, CA 95993-9411
Telephone: (530) 822-3270/800-871-1171
FAX: (530) 671-5947

Board of Education: Bessie Hironimus, Barbara M. Johnson, Dr. Charles Larsen, Brenda J. McLaughlin, Robert W. Purvis, Pat Matthews Spear, Betty Yassar

January 7, 2002

Chris Thomas, Assistant Superintendent of Schools
Lake County Office of Education
1152 South Main Street
Lakeport, California 95453

Re: Burns Valley School Readiness Program – Memorandum of Understanding

Dear Chris:

Migrant Education, Region II, Area III, welcomes the opportunity to participate in the Burns Valley School Readiness Program (the "Program"). We strongly support the Program's proposed expansion of high quality services to children aged 0-5 and their families who live in the Burns Valley service area. Migrant Education is in the process of expanding services to the Konocti Unified School District.

Migrant Education shares the Program's overarching goal: preparing very young children to enter and succeed in school. Our priority is Kindergarten preparation. To achieve that end, we provide early childhood education through home visitors to help children master essential skills, plus access to learning support services such as health care. In addition, our early childhood education home visitors teach parents how to help their children learn.

As a collaborative partner in the Program, we will:

- ◆ Collaborate with other child care providers in the Clearlake area serving children aged 0-5 and their families, including, but not limited to, NCO/Rural Communities Child Care, NCO/Resource & Referral, the new Burns Valley state preschool, Early Head Start, local family day care providers, other licensed providers, and license-exempt providers, including relative providers, to choose and utilize common standards and assessments, e.g., the *Pre-Kindergarten Learning and Development Guidelines*, *Desired Results*, and the *Pre-School Exit Standards*, best practices, and integrated child care and other services, ensuring that all Program children and families have access to sensitive, culturally appropriate child care, parent education and support, health care, and other services, regardless of their point of entry into the Program
- ◆ Work closely with the Konocti Unified School District to assist with developing English Language Development Plans and assessments for young English Language Learners.
- ◆ Join the Program's local collaborative (Leadership Team) for 4 meetings annually.

Field Offices:

Area I
3412 Mendocino Ave.
Santa Rosa, CA 95403-2244
(707) 526-1272
FAX: 707-526-9724

Area II
151 W. Main St., Ste. B
Woodland, CA 95695-3125
(530) 666-1977
FAX: 530-666-7372

Area III
1670 Sierra Ave., Ste. 602
Yuba City, CA 95993-9411
(530) 822-3270
FAX: 530-671-5947

N.E. Counties Liaison Office
CSU Chico, MG444
Chico, CA 95929-0444
(530) 898-6828
FAX: 530-898-4632

-
- ◆ Participate in the Program's system of cross-referrals to other service providers and continue with identification and recruitment of migrant children and families.
 - ◆ Encourage our staff to participate in training programs offered by the Easter Seals Health Linkages Program, the NCO Linkages Program, the Child Care Planning Council's AB 212 program, and in Konocti Unified School District in-services, workshops, and trainings, among others
 - ◆ Assist with the provision of in-services to Program staff, collaborative partners, and participating childcare providers on multi-lingual, multi-cultural child care and family services, funding and time permitting.
 - ◆ Circulate Program newsletters and announcements to our families, to enhance their access to resources and to increase integration among collaborative partners
 - ◆ Work with the Program to develop and implement Kindergarten transition and articulation services among our program, the new Burns Valley preschool, other participating child care providers, and Burns Valley Elementary School
 - ◆ Participate on the Program's multi-disciplinary teams providing case-managed services to Project children and families, as time permits.
 - ◆ Participate in sustainability planning

We look forward to the opportunity to implement the Program beginning spring 2002.

Very truly yours,

Shushan Vetzmadian
Program Coordinator, Lake County



Creating solutions, changing lives.

Serving children and adults with disabilities in northern California.

Memorandum of Understanding

Easter Seals Northern California

January 3, 2002

Chris Thomas, Assistant Superintendent of Schools
Lake County Office of Education
1152 South Main Street
Lakeport, California 95453

Re: Burns Valley School Readiness Program - Memorandum of Understanding

Dear Chris:

Easter Seals Northern California ("Easter Seals") looks forward to working as a collaborative partner with the Burns Valley School Readiness Program (the "Program"). Our experience with very young children (aged 0-5) confirms that early intervention has the potential to avert or reduce developmental delays and to mitigate the effects of other disabilities.

Easter Seals serves children and families throughout Lake County. Our primary focus is on the assessment and support of developmentally delayed infants and children. We provide free on-site or home based infant (and toddler) assessments, to identify atypical children as early as possible. We are implementing two initiatives to integrate health and other services with child care: the Lake County Child Care Health Linkages Project (funded by the California Commission on Children and Families) and the Child Linkages Project (funded by the County Commission on Children and Families). We work with the High Risk Infant Team, Early Start, and others to provide integrated services to children and families. Easter Seals also provides education and support to help caregivers raise these children in a healthy and appropriate manner.

To support the Program, Easter Seals will:

- ◆ Provide up to 50 hours of staff time to: (1) attend Program Collaborative meetings; (2) provide in-services to Program staff, school staff, participating child care providers (including parents) and collaborative partners on the needs of disabled or delayed children and their caregivers; (3) participate in data collection and evaluation, at a blended rate of \$35 per hour or \$1,750
- ◆ Provide resources and materials for the Program's special needs children, including information about assessments, parent training and support, and home visitation models.

□ 20 Pimentel Court
Suite A1
Novato, CA 94949
(415) 382-7450
(415) 382-6052 FAX
(415) 382-7454 TTY

□ 1074 East Avenue
Suite A-1
Chico, CA 95926
(530) 894-0205
(530) 894-0206 FAX
(800) 750-4673

□ 3289 Edgewood Road
P.O. Box 109
Eureka, CA 95502
(707) 445-8841
(707) 445-3106 FAX
(800) 675-7325

□ 501-B N. Main Street
Lakeport, CA 95453
(707) 263-3949
(707) 263-3985 FAX

□ 5440 State Farm Drive
Rohnert Park, CA 94928
(707) 584-1443
(707) 584-3438 FAX
(707) 584-1889 TTY
(800) 234-7325

-
- ◆ Share resources of our Child Care Health Linkages Program, which provides health, disability, developmental and provider and parent education services to selected child care sites
 - ◆ Accept referrals for children who need transportation assistance to the Verna Morris Memorial Travel Fund, which provides transportation for disabled children to services
 - ◆ Make our health care warmline available to Program staff and participating child care providers who can call for information and referrals on health, developmental, disability and safety issues in the child care setting
 - ◆ Provide the Program with access to the resources and networks of our regional, State, and national organizations, including free access to our video library
 - ◆ Share already developed data (exclusive of names and identifying information)
 - ◆ Participate in sustainability planning

I look forward to working with the Program beginning in Spring 2002.

Very truly yours,

Mary Borjon
Program Manager



*Sutter Lakeside
Community Services*

Memorandum of Understanding

A Sutter Health
Affiliate

896 Lakeport Blvd.
Lakeport
CA 95453
(707) 262-1611
(707) 262-0344 FAX

January 2, 2002

Chris Thomas
Assistant Superintendent of Schools
Lake County Office of Education
1152 South Main Street
Lakeport, California 95453

Re: Burns Valley School Readiness Program – Memorandum of Understanding

Dear Chris:

Sutter Lakeside Community Services ("SLCS") is very excited at the opportunity to participate in the implementation of a school readiness program (the "Program") for children aged 0-5 and their parents in the Burns Valley Elementary School service area. SLCS is a continuing member of the Lake County Healthy Start Collaborative and believes that extending integrated services to very young children and their parents/caregivers is essential to improve outcomes for this population.

SLCS provides a wide range of integrated services to children and families throughout Lake County. Our mission statement summarizes the commitment and values we will bring to the Program:

Sutter Lakeside Community Services is committed to intervention, support, education, and prevention programs improving total health status and family wellness for all residents of Lake County. Our purpose is to serve children, their families, and the elderly to achieve a sustainable, healthy community.

Our current services are provided throughout Lake County and address the full spectrum of family support and preservation needs, from primary prevention through intervention. We serve children, teens, adults, and elders. Our Community Crisis Line is available 24 hours per day, 7 days per week. Our teams work together to provide integrated, blended program services, as follows:

- ◆ Family Resource Centers. We operate a Family Resource Center in Lakeport, open five days per week from 7 a.m. to 6 p.m. and are opening a second multi-agency Family Resource Center in downtown Clearlake, near the Program site.

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Member of
Voluntary Hospitals
of America, Inc.®



*Sutter Lakeside
Community Services*

A Sutter Health
Affiliate

896 Lakeport Blvd.
Lakeport
CA 95453
(707) 262-1611
(707) 262-0344 FAX

It Over" and peer panels. In addition, our home-visitation-based SIBS program is a teen pregnancy prevention program serving only the siblings of our pregnant and parenting AFLP/Cal Learn clients.

♦ Sexual Assault.

- Rape Crisis Center, located at SLCS headquarters in Lakeport;
- Rape Crisis support groups, which meet weekly and accept drop-ins.

♦ Domestic and Family Violence. These programs include:

- Domestic violence shelter, which provides 3-6 months of shelter and services for battered women and their children
- Domestic violence support groups
- Therapeutic Services

♦ Healthy Families Program/Medi-Cal Enrollment. SLCS is Lake County's chief source of application assistance for the Healthy Families Program. The process includes concurrent screening for, and application to, Medi-Cal for eligible families. Our trained, bilingual workers will assist families at an SLCS Family Resource Center or on-site at various locations chosen by, and convenient to, the staff, children, and families served by the Program. We look forward to working with local and school-site bilingual and Native American liaisons to enroll more members of these communities in the Healthy Families Program.

♦ Home Visiting Programs.

- Adolescent Family Life and Cal Learn Program, which serve pregnant and parenting teens, including fathers
- CAPIT, which provides parent support and life skills training to enhance both our own and other parent support and training programs throughout Lake County
- CHAT (Child Abuse Treatment Services), a clinically-based program services abused and neglected children.
- Early Head Start, a child development program provides center-based and home visiting services for children aged 0-3 and their parents. Services may begin during pregnancy.

♦ Therapeutic Services. Therapeutic services are available for Medi-Cal eligible program participants who meet medical necessity.

- Services include individual and family therapy.

♦ Center-based Child Care - Early Head Start. SLCS has opened a licensed Early Head Start child care center under the auspices of Early Head Start, serving children aged 0-3 from all of Lake County. The Center will provide high quality developmental child care. It will accept children of families served by the Program. In addition, Early Head Start staff will be available to Program staff to answer questions on child development by telephone and through in-services.

1/7/2002

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*Sutter Lakeside
Community Services*

A Sutter Health
Affiliate

896 Lakeport Blvd.
Lakeport
CA 95453
(707) 262-1611
(707) 262-0344 FAX

- ◆ Early Start Family Resource Center. SLCS houses the Early Start Family Resource Center, which provides support, referrals, and access to information and resources for the families of children with developmental delays, disabilities, and other special needs.
- ◆ Other Programs and Support Groups. SLCS also offers a range of other programs and groups, as follows:
 - Anger management and parenting classes, offered on-site throughout Lake County. Groups may be provided at the Program site or at the new SLCS Clearlake Family Resource Center, as chosen by the parents served.
 - On-going support groups and mentoring for parents and families in SLCS and other programs
 - Support groups for non-offending parents of neglected and/or abused children.

In addition to providing services from all of our programs on an as-needed basis, we are pleased to commit the following quantified support to Lakeport Healthy Start, as follows:

- ◆ Up to 75 hours of staff time at a blended rate of \$50 per hour to: (1) participate in Program collaborative planning and oversight; (2) participate in Program trainings; (3) provide in-services to Program participants, including parents, families, Program and school staff, participating child care providers, etc., on issues such as child development, domestic violence, and child abuse; (4) to provide one-on-one consultations to the Program on specific child development issues; and (5) participate in data collection and evaluation, for a total contribution of \$3,750.
- ◆ We will share non-confidential data from our own programs and needs assessments.
- ◆ We will actively participate in sustainability planning, including blended funding proposals, collaborative grant applications, and other fund-raising opportunities.
- ◆ All services and materials will be available in Spanish and English.

We look forward to a positive and collaborative experience implementing an integrated school readiness system beginning in Spring 2002.

Very truly yours,

Gloria L. Flaherty
Chief Executive Officer

7/7/2002

VHA
Member of
Voluntary Hospitals
of America, Inc.®

The Children's Council

Creating an environment that will nurture, honor, and protect children.

896 Lakeport Boulevard
Lakeport, California 95453
(707) 262-1611 (707) 262-0344 fax

January 7, 2002

Chris Thomas, Assistant Superintendent of Schools
Lake County Office of Education
1152 South Main Street
Lakeport, California 95453

Re: Burns Valley School Readiness Program – Memorandum of Understanding

Dear Chris:

The Lake County Children's Council (the "Children's Council") strongly supports the application of the Lake County Office of Education for the Burns Valley School Readiness Program (the "Program"). We believe that the very young children and their families of the Burns Valley area are both high risk and underserved.

The Children's Council, established in 1992, is the oldest collaborative body in Lake County. We are a central link among service providers and citizens who work with or care about Lake County's children. We have strongly supported Healthy Start since the first local site was opened at Pomo Elementary School in 1994. Healthy Start provides a vehicle for service providers, families, and children to work together. Children served are healthier and experience improved social and emotional skills, enhanced self-esteem, and increased resilience. Their chances of success in school and life increase. Healthy Start is a proven platform from which to launch the Program.

To support Program implementation, we will:

- ◆ Provide the Program with access to our network of children's and families service providers
- ◆ Serve as a forum for information exchange for Program participants
- ◆ Provide one of our child abuse recognition and reporting trainings for mandated reporters of child abuse to Program staff and participants, which sessions include a trained presenter, materials, and refreshments at a cash cost of not less than \$300, at \$50/hour for our presenter x 3 hours of training plus 2 hours of preparation, plus refreshments and 4 hours of staff support for copying, transportation, evaluation, and reporting
- ◆ Participate in sustainability planning

The Children's Council's contributions to the Program, including the mandated child abuse reporter training for providers, is at least \$300/year. The Children's Council looks forward to participating in this process during the upcoming school year and beyond.

Very truly yours,

Erin Woodward
Executive Director